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Descriptors-*Administration, *County School Systems, Financial Support, Guidelines, Instructional Programs, Interagency Cooperation, *Intermediate Administrative Units, Organization, Personnel Policy, *Regional Programs, School Districts, *School Redistricting, Special Education, State Departments of Education, State School District Relationship

Developing the themes presented in sections I and II, a model is presented for the development of a multicounty regional educational service agency for a selected area of the State, comprising seven east central Iowa county school systems. Considered as a guide for planning, the model is described in seven chapters, including an introductory overview and the following five sets of guidelines for the establishment of the agency: (1) Organization and administration, including the role and function of the governing board, advisory groups, and proposed director districts for the initial board; (2) development of programs and services of the unit, staffing needs, and special equipment requirements; (3) the recruitment, induction, development, and evaluation of staff personnel; (4) financing and housing requirements; and (5) governing the relationship of the agency with constituent local school districts, the State department of public instruction, and other educational agencies and governmental subdivisions. Documents EA 001 332 through 001 336 report the findings of a single study funded under Title III of ESEA. (JK)

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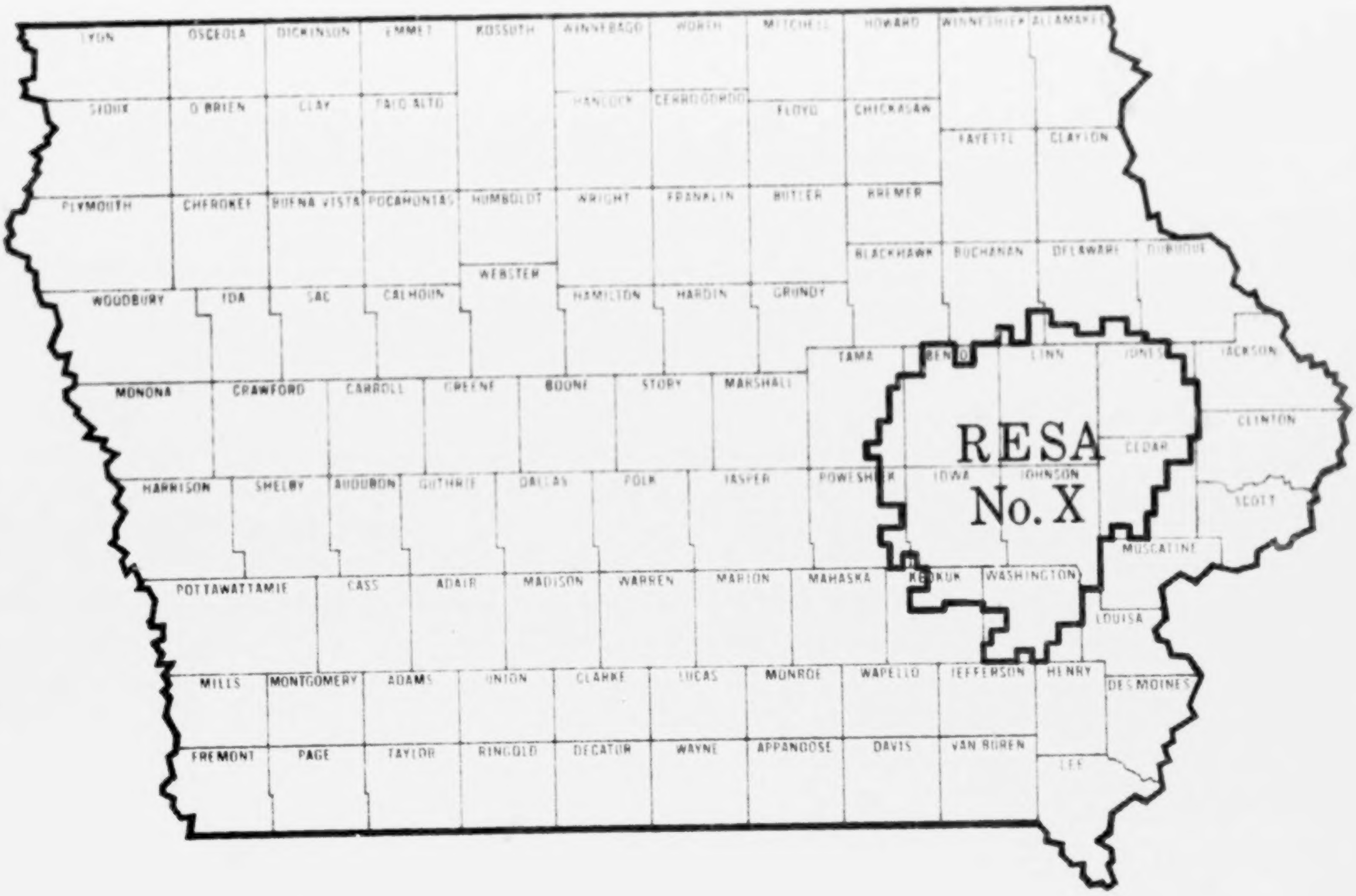
THE MULTI-COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY IN IOWA

Part I: Final Report

SECTION THREE (CHAPTERS XIII-XIX)

ORGANIZATIONAL AND OPERATIONAL GUIDELINES FOR A MODEL
MULTI-COUNTY, REGIONAL EDUCATIONAL SERVICE AGENCY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CLINTON
RESA
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CEDAR
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Prepared by

The Iowa Center For Research in School Administration
College of Education, The University of Iowa

For the

Linn County Board of Education, Cedar Rapids, Iowa

EA 001 334

THE MULTI-COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY IN IOWA

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Cedar Rapids, Iowa

September, 1967

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SECTION THREE

ORGANIZATIONAL AND OPERATIONAL GUIDELINES FOR A MODEL MULTI-COUNTY, REGIONAL, EDUCATIONAL SERVICE AGENCY

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CHAPTER XIII

INTRODUCTION

A review of the literature concerning the middle echelon of school government was contained in Section One. Emphasis was given to the historical development of the unit and its current status nationally. Aspects of the intermediate unit which were considered were criteria for establishment, organization and administration, programs and services, financing, and the legal structure under which these units operate in selected states.

These factors served as a basis for a description and analysis of a number of nationally recognized intermediate units in several states which were visited by the project staff.

In Section Two a proposed network of multi-county regional educational service agencies for the state of Iowa was described. The current status of the county unit of school administration in the state was presented. The description of the county school system included the legal powers and duties of county boards of education and county superintendents, financial and enrollment characteristics, the nature and extent of existing programs to local school districts, functions performed for the State Department of Public Instruction, and the number and type of personnel currently employed.

The existing inabilities of local school districts and presently constituted county school systems served as a basis for a discussion of the need for a network of multi-county regional educational service agencies in the state. Consideration was given in describing the proposed network to the criteria to be used in the establishment of these units, the role and function of the units in the state system of education, and the governance and financing of the multi-county service agencies.

Section Two was concluded with a discussion of a state legislative action program for the implementation of the network of multi-county regional educational service agencies.

In Section Three, the focus of attention in this report narrows to consider the development of a multi-county regional educational service agency in a selected area of the state of Iowa.

I. PURPOSE OF THE STUDY

The purpose of Section Three of this report is to present a model for the development of a multi-county regional educational service agency for a selected area of the state. Organizational and administrative features, programs and services, staffing, and financing and housing are discussed.

The need for a model is critical if the emerging middle echelon unit of school administration is to perform the vital role envisioned for it in the state system of education. This need is recognized in view of the importance of an adequate organizational and administrative structure, a justifiable program mix, the provision of a highly competent staff, and sufficient financial resources required for the operation of a functional service agency.

A secondary purpose in developing a model for one multi-county regional educational service agency is that it may serve as a planning guide for the development of other units in the state. Much of the rationale and many of the concepts offered in the development of the model have applicability for other service units. However, specific characteristics related to organizational and administrative features, programs and services, staffing recommendations, and financing and housing will require detailed study and analysis of the area to be served by each unit. In this examination the procedures utilized herein should be of assistance to decision-makers in each area of the state as they structure individual units. Caution is necessary in any attempt to apply the conclusions of this in-depth study of one unit to others. Thus the model is to be considered a guideline for planning, not a blueprint for action in the development of other multi-county regional educational service agencies.

II. PROCEDURES USED IN THE STUDY

The region of the state selected for in-depth study was an area of east central Iowa comprising the seven county school systems of Benton, Cedar, Iowa, Johnson, Jones, Linn, and Washington counties. The model multi-county regional educational service agency described is referred to as Regional Educational Service Agency No. X (RESA No. X). These county school systems were chosen because of a number of programs in which they have jointly participated in recent years. Illustrative of this is the joint planning conducted by these county school systems in 1965, leading to the establishment of the state's first area community college district. In addition the seven county school systems operate as one of the state's sixteen Improvement of Education Districts as designated by the State Department of Public Instruction in 1962. Further, many of the county school systems are currently participating in an area instructional media center which was established by the State Department of Public Instruction and funded through Title II of the Elementary and Secondary Education Act of 1965.

It was consistent with these developments that a proposal to conduct the present study of the appropriate functions and services of a multi-county regional educational service agency was submitted by the Linn County Board of Education, one of the seven county school systems included in the model.

In describing the guidelines for the development of the model unit identified previously, basic principles of educational administration were utilized as a basis for the recommended guidelines. It was not within the scope of this study to discuss the basic concepts in detail; rather, attention was given to their application to the development of RESA No. X.

III. ORGANIZATION OF SECTION THREE OF THE REPORT

Section Three of the report contains seven chapters. Chapter XIII, the present chapter, states the purposes of the study and procedures used.

Chapter XIV presents selected characteristics of the local school districts, existing county school systems, and socio-economic and geographic features of Regional Educational Service Agency No. X. This information is pertinent to the development of guidelines for the unit.

Guidelines for the organization and administration of RESA No. X are presented in Chapter XV. The recommended role and function of the governing board and proposed director districts for the initial board are presented. Recommendations for the administrative organization of the unit, and the role and function of advisory groups are also included in this chapter.

Chapter XVI presents guidelines for the development of programs and services of the unit. The recommended programs and services have been classified into five categories; administrative and personnel, instructional, student personnel, special education, and research and development.

The recommended guidelines for the staffing of the multi-county service agency receive attention in Chapter XVII. Focus is directed toward a planned program of staff development and personnel policy development.

Chapter XVIII is devoted to consideration of the financing and housing requirements for RESA No. X.

The concluding chapter, Chapter XIX, is devoted to consideration of recommended guidelines to govern the relationship of RESA No. X with constituent local school districts, State Department of Public Instruction, other educational agencies, and other governmental subdivisions.

CHAPTER XIV

AN OVERVIEW OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

I. INTRODUCTION

It is the purpose of Chapter XIV to present an overview of Regional Educational Service Agency No. X, the seven county school systems selected for in-depth study of the organizational and administrative features of a model multi-county regional educational service agency.

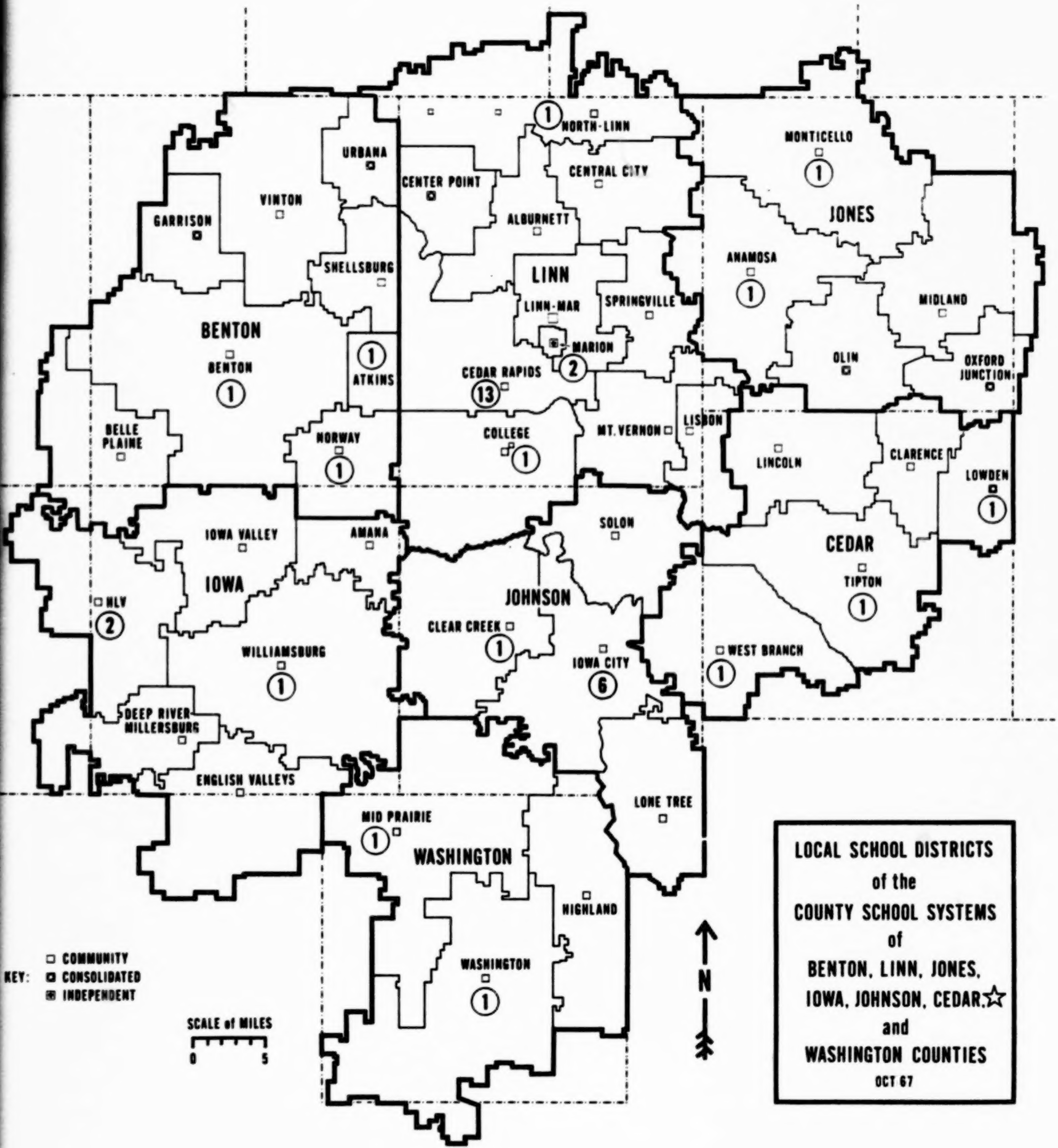
The seven county school systems comprising Regional Educational Service Agency No. X are Benton, Cedar (exclusive of Bennett and Durant high school districts), Iowa, Johnson, Jones, Linn, and Washington Counties.

The overview will consist of the following: (1) selected characteristics of local school districts comprising the seven county school systems, including enrollment data, financial data, and number and type of selected professional personnel; (2) selected characteristics of the seven county school systems, including enrollment and financial data, personnel employed, current programs and services, and current cooperative agreements and joint planning activities of the seven county units; (3) a brief description of post high school institutions located in the region; and (4) a description of selected socio-economic and geographic characteristics of the seven county school systems.

II. SELECTED CHARACTERISTICS OF LOCAL SCHOOL DISTRICTS OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

Number and Type of Local School Districts

Public School Districts. In the 1966-67 school year, 41 high school districts and one non-high school district comprised the seven county school systems of RESA No. X. The public school districts in each county school system are shown in Figure 16. The one district which did not operate a high school in 1966-67 was the Atkins Consolidated School District, a part of the Benton County School System.



NORTH-LINN
MONTICELLO
URBANA
CENTRAL CITY
CENTER POINT
JONES
VINTON
GARRISON
ALBURNETT
ANAMOSA
SHELLSBURG
LINN
SPRINGVILLE
LINN-MAR
MIDLAND
BENTON
MARION
OLIN
BENTON
OXFORD JUNCTION
ATKINS
CEDAR RAPIDS
13
MT. VERNON
LISBON
COLLEGE
BELLE PLAINE
NORWAY
LINCOLN
CLARENCE
LOWDEN
SOLON
IOWA VALLEY
AMANA
CEDAR
IOWA
TIPTON
JOHNSON
HLV
2
CLEAR CREEK
WEST BRANCH
WILLIAMSBURG
IOWA CITY
6
DEEP RIVER-MILLERSBURG
ENGLISH VALLEYS
LONE TREE
MID PRAIRIE
WASHINGTON
HIGHLAND
WASHINGTON
N
KEY:
□ COMMUNITY
▣ CONSOLIDATED
▣ INDEPENDENT
SCALE of MILES
0
5
LOCAL SCHOOL DISTRICTS
of the
COUNTY SCHOOL SYSTEMS
of
BENTON, LINN, JONES, IOWA, JOHNSON, CEDAR,☆
and
WASHINGTON COUNTIES
OCT 67

Key:
○ Number of non-public elementary and secondary schools in each local public school district

☆ Cedar County School System exclusive of Bennett and Durant school districts

FIGURE 16

LOCAL PUBLIC SCHOOL DISTRICTS OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

Non-Public School Districts. A total of 37 non-public elementary or secondary schools were operating in RESA No. X during the 1966-67 school year. The number of non-public elementary and secondary schools located in each local public school district is shown in Figure 16.

Enrollment Characteristics

Public School Enrollment. Total enrollment of the 41 public high school districts in RESA No. X in September, 1966, was 69,546. The public school enrollment in each of the seven county school systems is shown in Table 75. Linn County with 35,992 students enrolled 51.75 per cent of the total, followed by Johnson County with 10,058 students, or 14.46 per cent of the total.

Included in the total enrollment were 1,076 students enrolled in special education classes. The majority of these were enrolled in special education classes administered by local school districts. However, county school systems in many cases provided financial support for programs administered by local districts. In addition, six of the seven county school systems were directly involved in the administration of special education programs.

It was previously established that the goal of the State Board of Public Instruction is to promote the reorganization of local school districts in order that each district could enroll a minimum of 100 students per grade, or have an approximate district enrollment in grades K-12 of 1,500 students. This minimum enrollment figure is viewed as necessary in order to provide a minimum educational program.

As shown in Table 76, approximately three-fourths of the 41 local public school districts in RESA No. X enrolled less than 1,500 students during the 1966-67 school year. Indeed, twenty-five, or 61 per cent, enrolled less than 1,000 students. Only two districts, the Cedar Rapids Community School District and the Iowa City Community School District, enrolled more than 3,000 students. Together, these two districts enrolled approximately 31,000 students, or approximately 45 per cent of the total public school enrollment in RESA No. X.

Ten districts enrolled 1,500 or more students. The ten districts comprised 24.4 per cent of the total districts but contained over two-thirds (68.5 per cent) of the total enrollment.

TABLE 75

NUMBER OF PUBLIC SCHOOL DISTRICTS AND PUBLIC SCHOOL ENROLLMENT*
September, 1966

County Number	County School System	Number of Public High School Districts	Total Attendance Centers	Public School Enrollment					Per Cent of Total
						Special Education			
				K - 6	7 - 12	Local	County	Total	
6	Benton	7	24	3,157	2,479	25	34	5.695[1]	8.19
16	Cedar	5	14	2,085	1,693	8	37	3,823	5.50
48	Iowa	6	19	2,281	2,001	51	14	4,347	6.25
52	Johnson	4	20	6,213	3,690	127	28	10,058	14.46
53	Jones	5	19	2,608	2,211	41	90	4,950	7.12
57	Linn	11	75	20,905	14,547	540	0	35,992	51.75
92	Washington	3	19	2,565	2,035	0	81	4,681	6.73
Total RESA No. X		41	196	39,814	28,656	792	284	69,546[2]	100.00

1. Includes Atkins Consolidated School District.
2. Total differs from that in Table D.9, Part I, Appendix D, which does not include enrollment in special education classes.

* Source: State Department of Public Instruction, Data on Iowa Schools, 1967.

TABLE 76

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS BY SIZE OF ENROLLMENT, K-12*

September, 1966

County Number	County School System	Less than 1,000	1,000 to 1,499	1,500 to 1,999	2,000 to 2,999	3,000 or More	Total
6	Benton	4	1	2			7
16	Cedar	4	1				5
48	Iowa	5	1				6
52	Johnson	3				1	4
53	Jones	3	1	1			5
57	Linn	5	2	1	2	1	11
93	Washington	1	—	1	1	—	3
Total RESA No. X		25	6	5	3	2	41
Per Cent of Total		61.0	14.6	12.2	7.3	4.9	100.0

* Source: State Department of Public Instruction, Data on Iowa Schools, 1967

Non-Public School Enrollment. As shown in Table 77, a total of 9,066 students were in attendance at non-public schools in RESA No. X in September, 1966. The majority of students were enrolled in elementary schools. Johnson and Linn Counties had the largest percentage of students enrolled in non-public schools.

Total Public and Non-Public School Enrollment. The total public and non-public school enrollment in September, 1966, for the seven county school systems comprising RESA No. X was 78,612, as shown in Table 78. Of this total, 88.5 per cent were enrolled in public school districts and the remaining 11.5 per cent attended non-public schools.

The 69,546 students enrolled in the 41 public high school districts represented 10.90 per cent of the 638,068 students enrolled in all public high school districts of the state. The 9,066 students enrolled in non-public schools of RESA No. X represented 9.09 per cent of the 99,706 students attending non-public schools in Iowa in September, 1966.

TABLE 77

NON-PUBLIC SCHOOL ENROLLMENT*
September, 1966

County Number	County School System	Non-Public School Enrollment K - 8	9-12	Total	Per Cent of Total Enrollment in County School System
6	Benton	274		274	4.59
16	Cedar	55	67	122	3.09
48	Iowa	363		363	7.71
52	Johnson	1,049	732	1,781	15.04
53	Jones	358	113	471	8.69
57	Linn	4,163	1,325	5,488	13.23
92	Washington	370	197	567	10.80
TOTAL RESA No. X		6,632	2,434	9,066	11.53

*Source: State Department of Public Instruction, Data on Iowa Schools, 1967

TABLE 78

TOTAL PUBLIC AND NON-PUBLIC SCHOOL ENROLLMENT AND SCHOOL CENSUS DATA*
September, 1966

County Number	County School System	Public School Enrollment K-12	Private School Enrollment K-12	Total Enrollment	School Census, 1966	
					0-5 Years	5-21 Years
6	Benton	5,695	274	5,969	2,298	6,601
16	Cedar	3,823	122	3,945	1,519	4,656
48	Iowa	4,347	363	4,710	1,803	6,544
52	Johnson	10,058	1,781	11,839	6,541	13,489
53	Jones	4,950	471	5,421	2,140	7,209
57	Linn	35,992	5,488	41,480	19,908	47,217
92	Washington	4,681	567	5,248	1,972	5,475
Total RESA No. X		69,546	9,066	78,612	36,181	91,191
Per Cent RESA No. X		88.5	11.5	100.0		
Per Cent RESA No. X of State		10.90	9.09	10.62		

*Source: State Department of Public Instruction, Data on Iowa Schools, 1967

Financial Characteristics

Selected financial characteristics of the 41 local public high school districts in the seven county school systems of RESA No. X are shown in Tables 79 through 81. The data are shown for six enrollment-size categories.

Assessed Valuation Per Student in ADA. The median assessed valuation per student in average daily attendance for all 41 public high school districts in 1965-66 was $9,648, as shown in Table 79. This compares favorably with the median for Iowa of $9,754 in the same year.

Tax Rates. The median combined General Fund and Schoolhouse Fund tax rates for the 41 local public school districts in RESA No. X in the 1965-66 school year was 52.508 mills, as shown in Table 80. The median combined tax rate for the state for the same year was 49.002 mills. There was little difference in the median tax rates for districts of various sizes.

Per Pupil Cost of Operation. As shown in Table 81, the median per-pupil cost of operation for all 41 districts was $494.73 in 1965-66. This figure is almost equal to the state median in 1965-66 of $493.18. There was an inverse ratio between the median per-pupil operating cost and size of enrollment. The median cost of the smallest districts was $598.03 per pupil compared to $494.73 for all schools.

Summary. Table 82 presents a summary of selected financial characteristics of RESA No. X and a comparison of these characteristics for the 41 local public high school districts served by the seven county school systems and the state of Iowa. Of significance was that the median assessed valuation per student in average daily attendance in the 41 districts was slightly below that of the state (98.9 per cent), and that the median tax rates in mills was significantly higher (107.10 per cent).

TABLE 79

ASSESSED VALUE OF PROPERTY PER STUDENT IN ADA, BY ENROLLMENT CATEGORY*
1965 - 66

Assessed Value Per Student	Enrollment of District Less than 500	500 to 999	1,000 to 1,499	1,500 to 1,999	2,000 to 2,999	3,000 or More	Total
Under 6,000		1					1
6,000-6,999	1	1		1	1		4
7,000-7,999	1	2	1				4
8,000-8,999	2	3	2	1		1	9
9,000-9,999	1	2	2	1	1	1	8
10,000-10,999		1	1		1		3
11,000-11,999	2	3					5
12,000-12,999			1	1			2
13,000-13,999	1			1			2
14,000-14,999	1						1
Over 15,000	2						2
MEDIAN	$11,747	$8,944	$9,314	$9,715	$9,315		$9,648

* Source: State Department of Public Instruction, "Iowa Public School Data, 1965 School Year."

TABLE 80

TAX RATES IN MILLS, BY ENROLLMENT CATEGORY*
1965 - 66

	Enrollment of District						
Tax Rates	Under 500	500 - 999	1,000- 1,499	1,500- 1,999	2,000- 2,999	Over 3,000	Total
High	58.866	73.076	60.415	57.715	72.244	62.510	73.076
75th Percentile	56.871	67.667	59.310				58.468
Median	52.508	50.468	52.304	53.146	53.139		52.508
25th Percentile	39.867	44.622	45.344				44.622
Low	34.843	40.268	39.926	37.878	42.091	54.663	34.843

* Source: State Department of Public Instruction, "Iowa Public School Data, 1965 School Year."

TABLE 81

PER-PUPIL COSTS OF OPERATION, BY ENROLLMENT CATEGORY*
1965-66

	Under 500	500 - 999	1,000- 1,499	1,500- 1,999	2,000- 2,999	Over 3,000	Total
High	$723.51	$591.20	$534.14	$567.47	$556.78	$560.12	$723.51
75th Percentile	609.31	528.21					534.14
Median	598.03	488.77	482.43	494.73	444.34		494.73
25th Percentile	480.87	484.24					477.49
Low	456.27	422.11	437.67	445.79	414.63	501.20	414.63

* Source: State Department of Public Instruction, "Iowa Public School Data, 1965 School Year."

TABLE 82

COMPARISON OF SELECTED FINANCIAL CHARACTERISTICS OF RESA NO. X AND THE STATE OF IOWA*

	State of Iowa	RESA No.X	RESA No.X as Per Cent of State
Number of County School Systems 1966-67	98	7	7.14
Number of Public High School Districts 1966-67	455	41	8.79
Public School Enrollment 1966-67	638,066	69,546	10.90
Assessed Valuation (in thousands) 1965-66	$5,918,630	$582,726	9.85
Median Assessed Valuation Per Student in ADA 1965-66	$9,754	$9,648	98.9
Median Tax Rate in Mills 1965-66	49.002	52.508	107.10
Median Per-Pupil Operating Cost 1965-66	$493.18	$494.73	100.31
Bonded Indebtedness (in thousands) 1965-66	$275,340	$37,793	14.45
Bonded Indebtedness Per Pupil 1965-66	$431.52	$574.54	133.10

* Source: State Department of Public Instruction, (1) Data on Iowa Schools, 1967, and (2) "Iowa Public School Data, 1965 School Year."

Professional Personnel

Table 83 presents data on selected professional personnel employed in the public school districts of RESA No. X in the 1966-67 school year. Professional personnel included in the table are classroom teachers, principals, librarians, guidance counselors, and nurses.

Classroom Teachers. There were 3,142 classroom teachers in the public school districts of RESA No. X in 1966-67. Of these, 1,296, or 41 per cent, were employed in the two districts with enrollments which exceeded 3,000 students. The 32 public school districts with enrollments of less than 1,500 students employed 724.7 classroom teachers.

Pupil-teacher ratios were much lower in districts enrolling less than 1,500 students than in the larger districts. The pupil-teacher ratio in districts of less than 1,000 students was 18.9. In districts with an enrollment of 1,000 to 1,499, it was 17.3. Districts enrolling 1,500 to 1,999 had the highest pupil-teacher ratio of the five enrollment-size categories.

Principals. The public school districts in RESA No. X employed a total of 139 elementary and secondary school principals in 1966-67. The average pupil-principal ratio was 498. The two smallest enrollment categories had the smallest pupil-principal ratios.

Librarians. In the 1966-67 school year, 62.5 librarians were employed in the public school districts of RESA No. X. Slightly more than one-half of these were employed in the two districts with enrollments in excess of 3,000 students. The two smallest enrollment categories had pupil-librarian ratios of 1,523 and 905, respectively.

Guidance Counselors. There were a total of 81.8 guidance counselors employed in the local districts comprising RESA No. X in 1966-67. Approximately one-half of these were employed in the two districts with enrollments in excess of 3,000 students. These two districts also had the most favorable pupil-counselor ratio of the five enrollment-size categories.

Nurses. Twenty-eight nurses were employed in the local districts of RESA No. X in 1966-67. Approximately two-thirds of these were employed by the two largest school districts. The pupil-nurse ratio was the smallest in the three districts enrolling 2,000 to 2,999 students.

TABLE 83

RATIO OF SELECTED PROFESSIONAL PERSONNEL TO STUDENTS, PUBLIC SCHOOL DISTRICTS OF RESA NO. X*

1966-67

Size of Enrollment K-12	Number of School Districts[1]	Total Enroll-ment[2]	Per Cent of Students	TEACHERS		PRINCIPALS		LIBRARIANS		COUNSELORS		NURSES	
				No.	Pup/Tchr. Ratio	No.	Pup/Princ. Ratio	No.	Pup/Lib. Ratio	No.	Pup/Couns. Ratio	No.	Pup/Nur Ratio
Under 1,000	25	13,708	19.75	724.7	18.9	34	374	9	1,523	15.8	868	1	13,708
1,000-1,499	7	8,145	11.77	472.3	17.3	21	388	9	905	8.5	958	3	2,715
1,500-1,999	5	8,848	12.79	321.0	27.6	15	590	5	1,770	7.5	1,180	2	4,424
2,000-2,999	3	7,095	10.25	327.3	26.7	16	443	6	1,183	9.0	811	5	1,419
3,000 +	2	31,466	45.44	1,296.7	24.3	53	594	33.5	939	41.0	767	17	1,851
Total	42	69,262		3,142		139		62.5		81.8		28	
Average			100.0		28.0		498		1,108		847		3,478

[1] Includes Atkins Consolidated School District.

[2] Exclusive of 284 students enrolled in special education classes administered by county school systems.

*Source: State Department of Public Instruction.

III. SELECTED CHARACTERISTICS OF THE SEVEN COUNTY SCHOOL SYSTEMS OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

Enrollment Characteristics

Tables 75 through 78 presented data on the public and non-public school enrollment for the seven county school systems of Regional Educational Service Agency No. X. As shown in the tables, a total of 69, 546 students were enrolled in public school districts in September, 1966, and an additional 9, 066 students were in attendance at non-public schools. A majority of students were enrolled in local school districts in the Linn and Johnson County school systems. The total public and non-public school enrollment of 78, 612 in RESA No. X in September, 1966, represented 10.62 per cent of the enrollment in Iowa elementary and secondary schools.

Financial Characteristics

Table 84 and Table 85 present data on the assessed valuation, dollar levy and mill levy, and the expenditures and receipts for the seven county school systems comprising RESA No. X.

Assessed Valuation. The seven county school systems had an assessed valuation in 1966 of $647, 092, 135 exclusive of tax-free land. As shown in Table 84, Linn County had nearly one-half, or 47.1 per cent, of the total assessed valuation, followed by Johnson County which had 14.6 per cent of the total.

County Board of Education Levy. As shown in Table 85, the seven county school systems had a combined dollar levy of $586, 369 in 1965 and a combined mill levy of 10.133 mills. The variations in dollar and mill levies between the seven county units is attributable to variations in programs and services offered by the units to constituent local school districts.

Total Expenditures and Receipts. Table 85 also shows that the seven county school systems in 1965 had expenditures of $763, 456 and receipts of $735, 344.

The percentage distribution of expenditures for the combined seven counties in 1965 is shown in Figure 17. Expenditures for instruction accounted for approximately two-thirds of the costs (64.4 per cent), followed by administrative costs (17.0 per cent), and expenditures associated with federal programs (9.6 per cent).

TABLE 84

ASSESSED VALUATIONS OF THE SEVEN COUNTY SCHOOL SYSTEMS OF RESA NO. X*
1966

County Number	County School System	Assessed Valuation 1966[1]	Rank	Per Cent of Total
6	Benton	$ 61,449,565	3	9.5
16	Cedar	44,579,472	6	6.9
48	Iowa	49,566,710	4	7.7
52	Johnson	94,577,617	2	14.6
53	Jones	42,774,118	7	6.6
57	Linn	305,164,130	1	47.1
92	Washington	48,980,523	5	7.6
Total		$647,092,135		100.0

[1] Exclusive of tax-free land.

*Source: State Department of Public Instruction

The percentage distribution of receipts for the combined seven counties in 1965 is shown in Figure 18. Local property taxes were the source of a majority of receipts (80.5 per cent), followed by federal aid (10.6 per cent), and state aid (8.9 per cent). The majority of the latter was in the form of state aid for the administration of special education programs.

TABLE 85

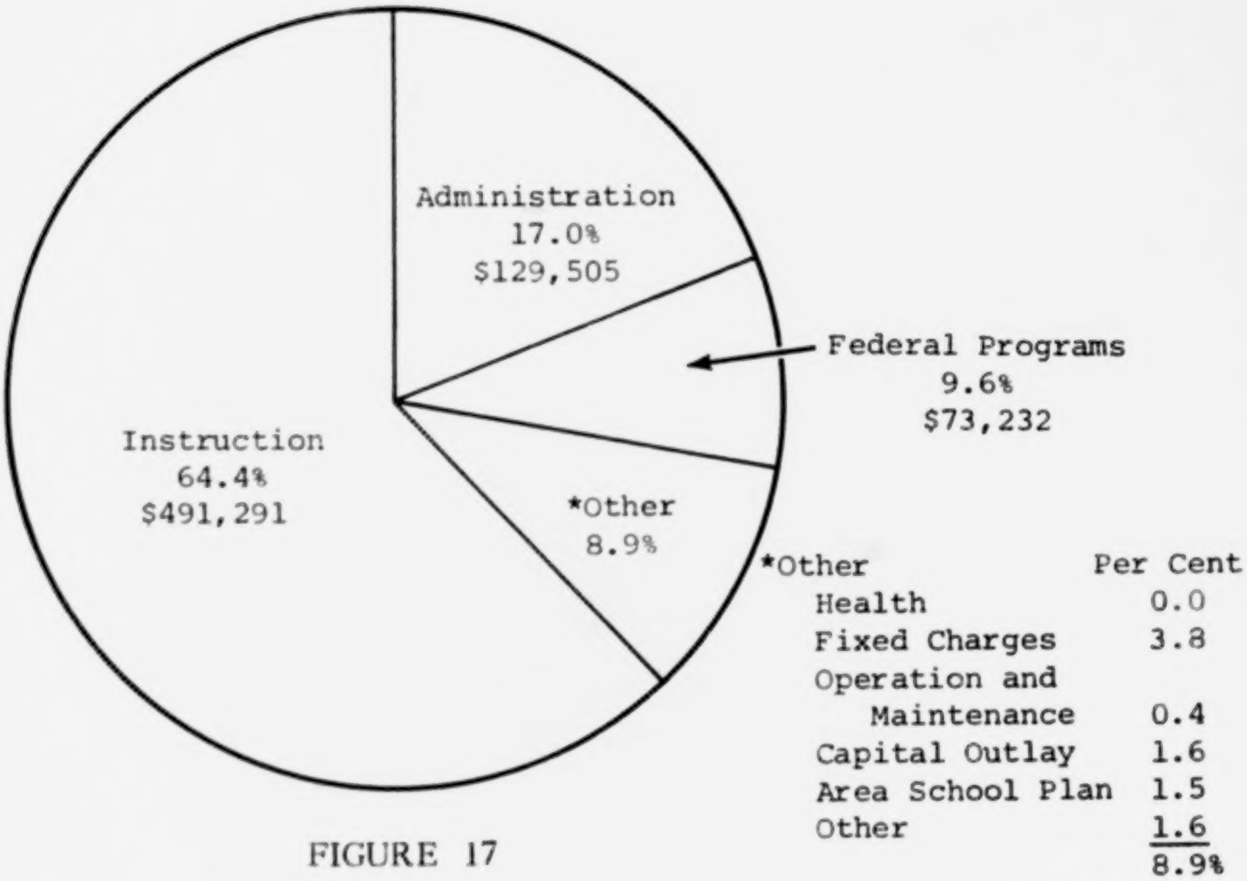
SELECTED CHARACTERISTICS OF THE COUNTY SCHOOL SYSTEMS IN REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

Number	System	1965 County Board of Education Levy[1] Dollar Levy	Mill Levy	1965 Dollar County Board of Education Levy Per Public School ADA 1965-66[2]	Total County Board of Education Expenditures January 1, 1965 - December 31, 1965[3]	Total County Board of Education Receipts January 1, 1965 - December 31, 1965
6	Benton	$ 41,339	.794	$ 7.57	$ 68,694	$ 55,300
16	Cedar	60,444*	1.301*	12.02*	73,440	70,300*
48	Iowa	35,295	1.079	8.84	46,764	46,886
52	Johnson	64,271	1.048	7.07	92,398	85,775
53	Jones	83,845	2.154	18.42	92,950	96,876
57	Linn	198,206	.714	6.07	264,628	252,355
92	Washington	102,969	3.043	23.42	124,582	127,852
Totals		$586,369	10.133		$763,456	$735,344
Mean				$ 8.99**		

* County school systems which have local school districts assigned to other Regional Educational Service Agencies. No method is available to prorate the amounts shown to the appropriate RESA's involved. Thus, the figures represent the amount for the entire county school system even though all school districts within the county school system are not in the RESA being considered.

** Total dollar levy of county boards of education for all county school systems listed in the Regional Educational Service Agency divided by the total ADA of county school systems in the RESA. (This method was used since no known procedure is available to prorate the county board of education dollar levy to each local school district.)

1. Source: State Department of Public Instruction
2. Source: Average Daily Attendance - State Department of Public Instruction document. . "Area Community Colleges and Area Vocational Schools of Iowa," October 27, 1966 (1066A - 223AF).
   Source: Dollar levy per county board of education - State Department of Public Instruction.
3. Source: Questionnaire to county superintendents, November, 1966.



*Other	Per Cent
Health	0.0
Fixed Charges	3.8
Operation and Maintenance	0.4
Capital Outlay	1.6
Area School Plan	1.5
Other	1.6
	8.9%

FIGURE 17

PERCENTAGE DISTRIBUTION OF EXPENDITURES
SEVEN COUNTY SCHOOL SYSTEMS, 1965

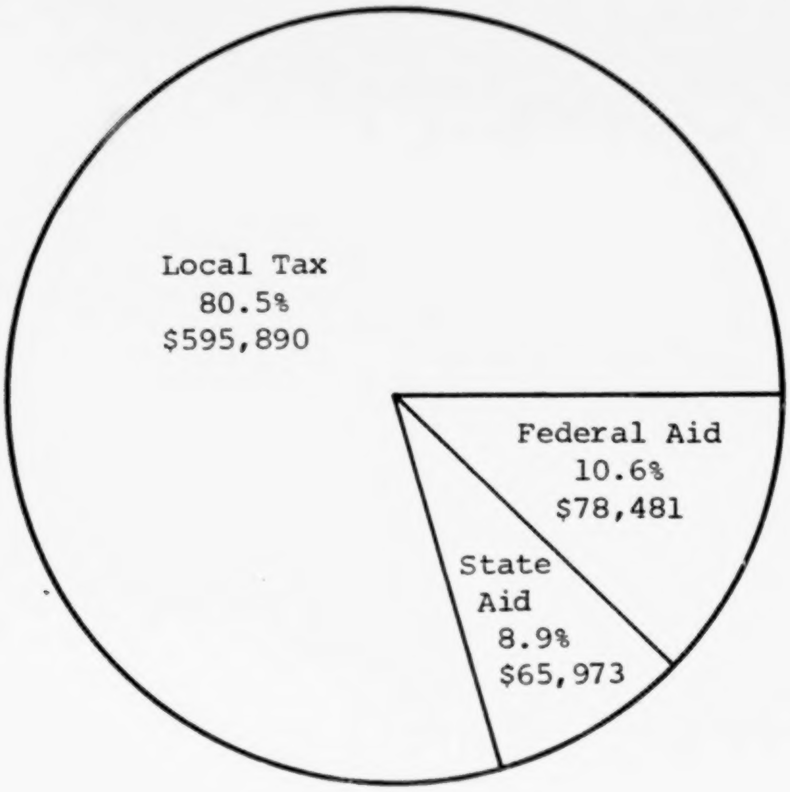


FIGURE 18

PERCENTAGE DISTRIBUTION OF RECEIPTS
SEVEN COUNTY SCHOOL SYSTEMS, 1965

Personnel of County School Systems

As shown in Table 86, the seven county school systems comprising Regional Educational Service Agency No. X employed a total of 84.92 personnel (full-time equivalency) in the 1966-67 school year. Of this total, 11.1, or 13.1 per cent, were classified as administrative personnel, 9.5, or 11.2 per cent, were classified as secretarial personnel, 26.57, or 31.3 per cent, were identified as special service personnel, and the largest number, 36.75, or 43.5 per cent, were classified as special education instructional personnel. Johnson County employed the only staff member classified as regular educational personnel. This individual served as an elementary curriculum consultant.

A more detailed description of each of the five categories of personnel is shown in Tables 87 through 89. A discussion of these tables follows.

Administrative and Secretarial Personnel. The number and type of administrative and secretarial personnel employed by the seven county school systems in 1966-67 is shown in Table 87. The county superintendents of Benton and Iowa Counties served more than a single county school system. Thus, a full-time equivalency of 6.1 county superintendents was reported.

None of the seven counties employed an assistant superintendent. The majority of the five administrative assistants were personnel employed to conduct the business functions of the county superintendent's office.

Special Service and Regular Educational Personnel. The number and type of special service and regular educational personnel employed by the seven county school systems in 1966-67 is shown in Table 88. None of the counties employed a psychiatrist, educational researcher, nurse, or library consultant. A majority of the 27.57 personnel classified in these two categories were speech therapists (13.17) and psychologists (9.0).

Special Education Instructional Personnel. The number and type of special education instructional personnel employed by the seven county school systems comprising RESA No. X in 1966-67 is shown in Table 89. A total of 36.75 personnel, or 43.5 per cent of the approximately 85 total employees, were classified in this category. Teachers of educable mentally retarded classes and trainable mentally retarded classes accounted for the majority of special education instructional personnel. None of the counties in 1966-67 employed a teacher for homebound children, and blind or deaf children.

TABLE 86

NUMBER AND PER CENT OF PERSONNEL (FULL-TIME EQUIVALENCY) EMPLOYED BY THE SEVEN COUNTY SCHOOL SYSTEMS OF RESA NO. X, BY CATEGORY*
1966-67

County School System	Total Personnel		Administrative Personnel		Secretarial Personnel		Special Service Personnel		Regular Educational Personnel		Special Education Instructional Personnel	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Benton	7.5	100	1.5	20.0			2.5	33.3			3.5	46.7
Cedar	10.0	100	1.0	10.0	2.0	20.0	3.0	30.0			4.0	40.0
Iowa	5.1	100	1.6	31.4			2.0	39.2			1.5	29.4
Johnson	10.0	100	2.0	20.0	1.0	10.0	3.0	30.0	1.0	10.0	3.0	30.0
Jones	13.92	100	1.0	7.2	1.5	10.8	2.67	19.2			8.75	62.9
Linn	25.0	100	2.0	8.0	4.0	16.0	11.0	44.0			8.0	32.0
Washington	13.4	100	2.0	14.9	1.0	7.5	2.4	17.9			8.0	39.7
TOTAL	84.92	100	11.1	13.1	9.5	11.2	26.57	31.3	1.0	1.2	36.75	43.5

*Source: Questionnaire to County Superintendents of Schools, November, 1966.

TABLE 87

COUNTY SCHOOL SYSTEM ADMINISTRATIVE AND SECRETARIAL PERSONNEL (FULL-TIME EQUIVALENCY)*

1966-67

	Benton	Cedar	Iowa	Johnson	Jones	Linn	Washington	Total
County Superintendent	.5	1.0	.6	1.0	1.0	1.0	1.0	6.1
Total Salary Cost								$61, 462
Per Cent of Total Salary Cost								11.4%
Assistant County Superintendent								0.0
Total Salary Cost								$ 000
Per Cent of Total Salary Cost								0.0%
Administrative Assistant	1.0		1.0	1.0		1.0	1.0	5.0
Total Salary Cost								$24, 559
Per Cent of Total Salary Cost								4.5%
Secretarial Personnel		2.0		1.0	1.5	4.0	1.0	9.5
Total Salary Cost								$24, 974
Per Cent of Total Salary Cost								4.6%
TOTAL	1.5	3.0	1.6	3.0	2.5	6.0	3.0	20.6

*Source: Questionnaire to County Superintendents of Schools, November, 1966.

TABLE 88

COUNTY SCHOOL SYSTEM SPECIAL SERVICE AND REGULAR EDUCATIONAL PERSONNEL (FULL-TIME EQUIVALENCY)*

1966-67

	Benton	Cedar	Iowa	Johnson	Jones	Linn	Washington	Total
Director of Elementary Education				1.0				1.0
Total Salary Cost								$10, 200
Per Cent of Total Salary Cost								1.9%
Guidance						1.0		1.0
Total Salary Cost								$11, 000
Per Cent of Total Salary Cost								2.0%
Social Worker							.4	.4
Total Salary Cost								NR
Per Cent of Total Salary Cost								NR
Psychologist	1.0	1.0	1.0	1.0	.5	3.5	1.0	9.0
Total Salary Cost								$78, 975
Per Cent of Total Salary Cost								14.6%
Psychiatrist								0.0
Total Salary Cost								$ 0
Per Cent of Total Salary Cost								0.0%
Speech Therapist	1.0	2.0	1.0	1.5	1.67	5.0	1.0	13.17
Total Salary Cost								$76, 574
Per Cent of Total Salary Cost								14.1%

TABLE 88 (Continued)

	Benton	Cedar	Iowa	Johnson	Jones	Linn	Washington	Total
Hearing Specialist				.5	.5			1.0
Total Salary Cost								$ 7,500
Per Cent of Total Salary Cost								1.4%
Educational Researcher								0.0
Total Salary Cost								$ 0
Per Cent of Total Salary Cost								0.0%
Federal Program Consultant						1.0		1.0
Total Salary Cost								$ 9,500
Per Cent of Total Salary Cost								1.8%
Nurse								0.0
Total Salary Cost								$ 0
Per Cent of Total Salary Cost								0.0%
Audio-Visual Consultant	.5					.5		1.0
Total Salary Cost								$ 7,450
Per Cent of Total Salary Cost								1.4%
Library Consultant								0.0
Total Salary Cost								$ 0
Per Cent of Total Salary Cost								0.0%
Total	2.5	3.0	2.0	4.0	2.67	11.0	2.4	27.57

*Source: Questionnaire to County Superintendents of Schools, November, 1966.)
NR - Not Reported

TABLE 89

COUNTY SCHOOL SYSTEM SPECIAL EDUCATION INSTRUCTIONAL PERSONNEL (FULL-TIME EQUIVALENCY)*

1966-67

	Benton	Cedar	Iowa	Johnson	Jones	Linn	Washington	Total
Director,Special Education	.25		.25		.25			.75
Total Salary Cost								$ 7,900
Per Cent of Total Salary Cost								1.5%
Consultant, Special Education	.25		.25					.5
Total Salary Cost								$ 3,424
Per Cent of Total Salary Cost								.6%
Consultant, Mentally Retarded					.25	.5		.75
Total Salary Cost								$ 7,500
Per Cent of Total Salary Cost								1.4%
Teacher, EMR	2.0	3.0			7.0	2.5	6.0	20.5
Total Salary Cost								$136,409
Per Cent of Total Salary Cost								25.2%
Teacher, TMR	1.0	1.0	1.0	3.0	1.0	4.0	1.0	12.0
Total Salary Cost								$56,797
Per Cent of Total Salary Cost								10.5%

TABLE 89 (Continued)

	Benton	Cedar	Iowa	Johnson	Jones	Linn	Washington	Total
Teacher, Homebound Children								$ 0.0
Total Salary Cost								$ 0
Per Cent of Total Salary Cost								0.0%
Teacher, Blind Children								0.0
Total Salary Cost								$ 0
Per Cent of Total Salary Cost								0.0%
Teacher, Deaf Children								0.0
Total Salary Cost								$ 0
Per Cent of Total Salary Cost								0.0%
Supervisor, Work-Study					.25	1.0	1.0	2.25
Total Salary Cost								$17,775
Per Cent of Total Salary Cost								3.3%
Total	3.5	4.0	1.5	3.0	8.75	8.0	8.0	36.75

*Source: Questionnaire to County Superintendents of Schools, November, 1966.

Services and Programs to Local School Districts

In November,1966, the seven county school superintendents were asked to check one of five categories used in a questionnaire to identify the extent to which each of the programs and services, classified as pupil and staff personnel services or administrative services, were operated by the county school system, and those for which consultant services were provided. The categories of extent of provision were "none", "slight extent", "moderate extent", "fairly extensive", and "extensive".

The services and programs of the seven county school systems to constituent local school districts, as reported by the county superintendents of schools, are shown in Table 90 and Table 91.

Pupil and Staff Personnel Services and Programs. As shown in Table 90, the seven county school systems as a group reported the operation of the following pupil and staff personnel programs to a "moderate extent" or more:

1. Special education instruction: educable classes.
2. Special education instruction: trainable classes.
3. Special education instruction: homebound children.
4. Special education instruction: work study programs.
5. Psychological services to students.
6. Psychiatric referral services.
7. Speech screening.
8. Speech therapy.
9. Hearing screening.

The seven county school systems as a group reported the provision of consultant services to a "moderate extent" or more for the following pupil and staff personnel services and programs:

1. Guidance and counseling: testing programs.
2. Special education: educable children.
3. Special education: trainable children.
4. Special-education: homebound children
5. Special education: work study programs.
6. Psychological services.
7. Psychiatric services.
8. Speech correction.
9. Dental services.

TABLE 90

CURRENT PUPIL AND STAFF PERSONNEL SERVICES AND PROGRAMS OF THE SEVEN COUNTY SCHOOL SYSTEMS OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X*
1966-67

Key: Extent of Service/Program
1. None
2. Slight Extent
3. Moderate Extent
4. Fairly Extensive
5. Extensive

	RESA No. X Mean
Operating Programs by the Education Unit in the Following Areas	
Guidance and Counseling	
1. Counseling students	1.6
2. Testing students	2.3
Social Work (student case work)	1.6
Special Education Instruction	
1. Gifted children	2.0
2. Educable classes	4.0
3. Trainable classes	4.7
4. Homebound children	3.0
5. Partially sighted children	1.6
6. Hard of hearing children	2.0
7. Work study programs	3.1
Other Special Services	
1. Psychological service to students	4.4
2. Psychiatric referral service	3.4
3. Speech screening	4.7
4. Speech therapy	4.6
5. Hearing screening	4.4
6. Educational research	2.1
7. Federal program coordination for local districts	2.6
8. Nursing service	2.3
9. Medical service	1.8
10. Dental service	1.8
11. Audio-visual service	2.7
12. Library service	2.7
Adult Education	2.0
Nursery Schools (including Headstart)	2.5

TABLE 90 (Continued)

Key: Extent of Service/Program
1. None
2. Slight Extent
3. Moderate Extent
4. Fairly Extensive
5. Extensive

	RESA No. X Mean
In Service Education	
1. Conducting workshops for professional personnel	2.7
2. Conducting workshops for non-certificated personnel	1.7
3. Providing extension classes for credit to local district personnel	2.1
Providing Consultant Services to Local Districts in the Following Areas:	
Guidance and Counseling	
1. Student counseling	2.1
2. Testing programs	3.0
Social Work (consultation only)	1.6
Special Education	
1. Gifted children	2.7
2. Educable children	4.7
3. Trainable children	4.4
4. Homebound children	3.3
5. Partially sighted children	2.4
6. Hard of hearing children	2.7
7. Work study programs	3.1
Other Special Services	
1. Psychological service	4.4
2. Psychiatric referral	3.4
3. Speech correction	4.4
4. Library service	2.7
5. Educational research	1.8
6. Federal programs	2.3
7. Nursing service	2.1
8. Medical service	1.6
9. Dental service	1.7
10. Audio-visual service	3.7
Adult Education	1.3
Nursery Schools	1.6

TABLE 90 (Continued)

Key: Extent of Service/Program
1. None
2. Slight Extent
3. Moderate Extent
4. Fairly Extensive
5. Extensive

	RESA No. X Mean
In-Service Education	
1. For professional personnel	2.8
2. For non-certificated personnel	2.1
Regular Instruction	
1. Elementary curriculum	
a. Reading and language arts	1.7
b. Science	1.7
c. Social studies	1.7
d. Mathematics	1.7
e. Foreign language	1.3
f. Art	1.3
g. Music	1.3
h. Physical education	1.3
2. Secondary curriculum	
a. Language arts	1.1
b. Science	1.1
c. Social Studies	1.1
d. Mathematics	1.1
e. Foreign language	1.1
f. Business education/ distributive education	1.1
g. Homemaking	1.1
h. Trade/industrial/technical	1.1
i. Industrial arts	1.1
j. Agriculture	1.1
k. Driver/safety education	1.1
l. Art	1.1
m. Music	1.1
n. Physical education	1.1

*Source: Questionnaire to County Superintendent of Schools, November, 1966.

Administrative Services and Programs. As shown in Table 91, none of the fifteen administrative programs identified in the questionnaire was reported as operated by the county school systems as a group to a "moderate extent" or more. Only one of the fifteen consultant services, school district reorganization, was reported at this level.

Summary. Table 92 summarizes the extent of operation of programs or provision of consultative services for the individual counties comprising RESA No. X. As can be seen by an examination of the table, great variations were reported by county school superintendents for both pupil and staff personnel services and programs and administrative services and programs.

Current Cooperative Agreements and Joint Planning Activities of the Seven County School Systems

The seven county school systems comprising Regional Educational Service Agency No. X are at present or have been recently involved in a wide range of cooperative agreements or joint planning activities. A brief discussion of several illustrative examples of joint cooperation between the seven counties and significant joint activities and cooperative agreements as they relate to the possible establishment of a single multi-county regional educational service agency to serve the seven county school systems follows.

Joint Employment of County Superintendents. Two county superintendents in RESA No. X serve county school systems which are adjacent to but not a part of RESA No. X. The superintendent of Benton County also serves Tama County, and the superintendent of Iowa County is jointly employed by Poweshiek County. The joint employment by two or more counties must be approved annually by the State Board of Public Instruction.

Joint Special Education Programs. Several of the seven county school systems were engaged in multi-county special education programs in the 1966-67 school year. Jones County was involved in a tri-county special education program with two counties not a part of RESA No. X. Two of the seven counties of RESA No. X, Benton and Iowa, joined with two adjacent counties, Tama and Poweshiek, to form a four-county special education program. As was true of joint-county agreements for the employment of a single administrator, multi-county special education programs must be approved annually by the State Board of Public Instruction.

TABLE 91

CURRENT ADMINISTRATIVE SERVICES AND PROGRAMS OF THE SEVEN COUNTY SCHOOL SYSTEMS OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

1966-67

Key: Extent of Service/Program
1. None 2. Slight Extent 3. Moderate Extent 4. Fairly Extensive 5. Extensive

		PART I Operating Pre-Service And/Or In-Service Programs in the Following Areas RESA NO. X MEANS	PART II Providing Consultant Service in the Following Areas: RESA NO. X MEANS
1.	Maintenance of building and grounds	1.1	1.4
2.	Pupil transportation	1.8	2.0
3.	School lunch	2.3	2.1
4.	Secretarial service	1.8	1.4
5.	Legal matters	2.7	2.8
6.	School district reorganization	2.7	3.6
7.	Site selection and/or acquisition	1.4	1.8
8.	School building programs	1.7	2.1
9.	Public relation for local districts	2.6	2.1
10.	Financial budgeting/purchasing/accounting	1.8	2.3
11.	Federal project development	2.4	2.4
12.	Written board policy development	1.7	2.0
13.	Orientation of school board members	2.7	2.6
14.	Administrative organization	2.4	2.3
15.	Teacher-administration-board relations	2.3	2.3

[*] Source: Questionnaire to County Superintendent of Schools, November, 1966.

TABLE 92

SUMMARY TABLE: INDIVIDUAL COUNTY MEANS OF PROGRAMS AND SERVICES OFFERED BY COUNTY SCHOOL SYSTEMS OF RESA NO. X *

1966-67

Key: Extent of Service/Program
1. None 2. Slight Extent 3. Moderate Extent 4. Fairly Extensive 5. Extensive

	Benton County Mean	Cedar County Mean	Iowa County Mean	Johnson County Mean	Jones County Mean	Linn County Mean	Washington County Mean	RESA No. X Mean
CURRENT PUPIL AND STAFF PERSONNEL SERVICES AND PROGRAMS								
1. 27 Operating Programs	1.9	2.8	2.0	2.6	2.8	3.5	3.9	2.8
2. 46 Consultant Services	1.5	1.8	1.4	2.2	1.9	2.3	3.2	2.1
CURRENT ADMINISTRATIVE SERVICES AND PROGRAMS								
1. 15 Operating Programs	1.0	2.3	1.0	1.9	2.1	2.3	4.2	2.1
2. 15 Consultant Services	1.8	2.3	1.0	2.1	1.3	2.7	4.3	2.2

*Source: Questionnaire to County Superintendent of Schools, November,1966.

Joint Sponsorship of Educational Television Programs. For a number of years many of the seven counties in RESA No. X have joined other county school systems in Eastern and Northeastern Iowa in the sponsorship of a series of educational television programs for elementary and secondary schools. In 1966-67, five of the seven counties of RESA No. X joined eight other county school systems in the provision of educational television programs to constituent local districts. The five RESA No. X units were Cedar, Iowa, Jones, Linn, and Washington Counties.

Area Districts for the Improvement of Education in Iowa. In 1962 the State Board of Public Instruction established sixteen Area Districts for the Improvement of Education in Iowa. The purpose for the establishment of the sixteen districts was to improve statewide educational planning and improve communication between the State Department of Public Instruction and other levels of school government. The seven county school systems of RESA No. X and their constituent local school districts comprise one of the sixteen districts in the state.

Establishment of the Area X Community College. In 1965, the seven county school systems of RESA No. X jointly sponsored a study of the feasibility of establishing an area vocational-technical district to serve the students and general population of the counties. The proposal to establish an area vocational-technical district in RESA No. X was the first proposal submitted in the state under the existing permissive legislation to establish a network of area community college, area vocational-technical districts in the state.

Title II, Elementary and Secondary Education Act of 1965. The State Board of Public Instruction in 1966 established sixteen regional subagencies to administer Title II of the Elementary and Secondary Education Act of 1965. This title authorizes appropriations for school library resources and other instructional materials, including films and tapes. Linn County was designated as the subagency to service the remaining six counties in RESA No. X. Some of the counties have also contributed their own film libraries to the Area X Instructional Media Center.

Title III, Elementary and Secondary Education Act of 1965. The seven county school systems in RESA No. X have also benefited from two Title III grants. In 1966, approval was given to Linn County to conduct this current study of the appropriate functions and services of multicounty regional educational service agencies in the state. As part of the total study, an in-depth study was completed utilizing the seven county school systems of RESA No. X. In addition, the seven county school systems will benefit, beginning with the 1967-68 school year, from an ambitious three-year Title III proposal to provide consultant services to constituent local school districts in the areas of social studies, language arts, library, guidance and counseling, educational media, and other curricular fields.

Area Depository for the Distribution of Curriculum Aids and Equipment Used by Handicapped Children. In 1966, the State Board of Public Instruction established sixteen regional subagencies to serve as area depositories for special equipment and curriculum materials used by handicapped children in the public schools of the state. Linn County was designated to serve as a central depository for the seven county school systems and 41 local public high school districts of RESA No. X.

IV. POST HIGH SCHOOL INSTITUTIONS LOCATED IN REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

A brief description of the post high school institutions located in Regional Educational Service Agency No. X is presented in this overview of selected characteristics of the unit in that it is anticipated that close relationships will exist between the service unit and post high school institutions. Emphasis in the brief descriptions which follow is given to the characteristics of the post high school institutions which are of special significance for possible joint cooperative activities and possible coordination of programs and services.

Four-Year Colleges and Universities. Regional Educational Service Agency No. X is particularly favored by the proximity of four-year colleges and universities. Three private four-year liberal arts colleges and one public university are located in RESA No. X. The three private institutions are Coe College and Mt. Mercy College in Cedar Rapids and Cornell College in Mt. Vernon. All three are well recognized for their strong faculties in a number of academic disciplines and all three offer strong teacher-training programs.

The University of Iowa, Iowa City, offers strong undergraduate and graduate programs in education and in a number of other disciplines. In addition, the following specialized services, agencies, or organizations within the University appear to be of special significance to RESA No. X:

1. University Elementary School, College of Education
2. University High School, College of Education
3. Iowa Testing Programs, College of Education
4. Iowa Educational Information Center, College of Education
5. Iowa Center for Research in School Administration, College of Education
6. Curriculum Laboratory, College of Education
7. Library, College of Education
8. Reading Clinic, College of Education
9. Audiovisual Center, College of Education
10. Hospital School, College of Education
11. Institute of Public Affairs, Extension and University Services
12. Macbride Field Campus, Extension and University Services
13. Motion Picture Production, Extension and University Services
14. School of Social Work
15. Television Center
16. Child Development Clinic, University Hospital School
17. Pine School, University Hospital School
18. Speech and Hearing Clinic, University Hospital School
19. University Computer Center

In the periphery of RESA No. X are the following additional four-year colleges: Clarke College, Loras College, and the University of Dubuque in Dubuque; St. Ambrose College and Marycrest College, Davenport; Iowa Wesleyan College, Mt. Pleasant; Parsons College, Fairfield; William Penn College, Oskaloosa; Grinnell College, Grinnell; and the University of Northern Iowa, Cedar Falls.

Area X Community College. The newly created Area X Community College at Cedar Rapids is the only two-year post high school institution located in RESA No. X. The thrust of the community college is expected to be in the provision of two-year arts and sciences programs, highly specialized vocational-technical training programs, and adult and continuing education. The Area X Community College and Regional Educational Service Agency No. X are projected to embrace the same geographic area.

V. POPULATION CHARACTERISTICS AND ROAD NETWORK OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

The concluding section of the overview of the characteristics of Regional Educational Service Agency No. X will describe selected socioeconomic and geographic features of the service agency which have special significance for the organization and administration of the service unit. Included in this portion of the overview are population characteristics, and a description of the road network serving the seven county school systems.

Population Characteristics

The 1960 population of the seven political counties, population density, and projected population for 1970 and 1975 are shown in Table 93. It is to be noted that the data are for the seven political counties. The seven county school systems do not coincide in all cases with the boundaries of the political county. Some of the county systems extend beyond the political county while others do not embrace all of the territory of the political county. In addition, only estimates are available for the general population of the county school system and most of the constituent local districts. For these reasons, the data contained in Table 93 are for the seven political counties. However, the changes which would result if complete data on the general population of each county school system were available are viewed to be minor except for Cedar County. The portion of the Cedar County School System which is included in RESA No. X does not include the local school districts of Bennett and Durant and hence the data for Cedar County tends to be inflated.

As shown in Table 93, the total population of the seven counties in 1960 was 288,270. This is projected to show a significant increase by 1970 and 1975. The total land area in square miles is 4,370.

Linn County and Johnson County were the only counties in 1960 with a population of more than 50,000. As is to be expected, the majority of the population of the seven counties resided in Linn and Johnson Counties. Approximately two-thirds, or 66.1 per cent, of the total population resided in these two counties in 1960. Further, Linn and Johnson counties are projected to experience the greatest increase in population, in number and per cent, by 1970 and 1975.

TABLE 93

LAND AREA, 1960 POPULATION, POPULATION DENSITY, AND PROJECTED POPULATION OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

County	Land Area in Square Miles[1] (County)	Population 1960[1] (County)	Rank (County)	Per Cent of Total	Population Density per Square Mile[1] 1960 (County)	Projected Population (County)[2]	
						1970	1975
Benton	718	23, 422	3	8.1	32.6	23, 508	23, 781
Cedar	585	17, 791	6	6.2	30.4	18, 250	18, 629
Iowa	584	16, 396	7	5.7	28.1	16, 665	16, 914
Johnson	617	53, 663	2	18.6	87.0	68, 864	78, 918
Jones	585	20, 693	4	7.2	35.4	21, 710	22, 429
Linn	713	136, 899	1	47.5	192.0	183, 146	217, 093
Washington	568	19, 406	5	6.7	34.2	18, 467	18, 197
Total	4, 370	288, 270		100.0		350, 619	395, 961

1. Source: 1960 Census, Vol.1., Part A (No. of Inhabitants), Iowa, Table 6, pp.10-17.
2. Source: Iowa's Population: Recent Trends and Future Prospects, Special Report No. 47, Agricultural and Home Economics Experiment Station, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa, May, 1966.

Road Network

The road network serving Regional Educational Service Agency No. X is shown in Figure 19. Of special significance is the proposed expressway between Cedar Rapids and Iowa City and the proposed expressway from Iowa City south to Mt. Pleasant. The completion of both projects, tentatively scheduled for 1970, will give the region a vastly improved north-south road network.

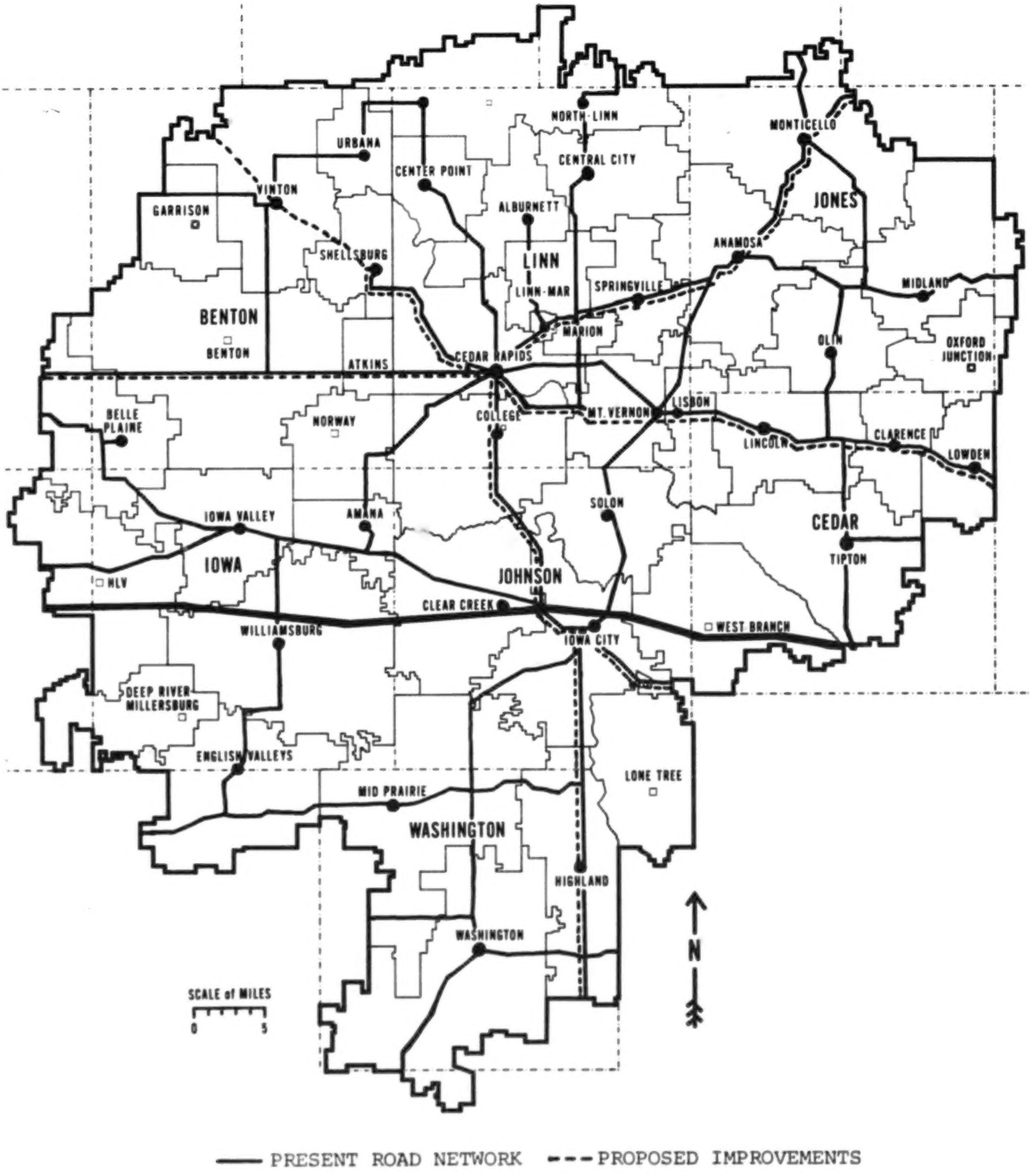

NORTH LINN
MONTICELLO
URBANA
CENTRAL CITY
CENTER POINT
VINTON
JONES
GARRISON
ALBURNETT
ANAMOSA
SHELLSBURG
LINN
LINN-MAR
SPRINGVILLE
MIDLAND
BENTON
MARION
OLIN
OXFORD JUNCTION
BENTON
ATKINS
CEDAR RAPIDS
BELLE PLAINE
NORWAY
COLLEGE
MT. VERNON
LISBON
LINCOLN
CLARENCE
LOWDEN
SOLON
IOWA VALLEY
AMANA
CEDAR
TIPTON
IOWA
JOHNSON
HLV
CLEAR CREEK
WEST BRANCH
WILLIAMSBURG
IOWA CITY
DEEP RIVER MILLERSBURG
ENGLISH VALLEYS
LONE TREE
MID PRAIRIE
WASHINGTON
HIGHLAND
N
WASHINGTON
SCALE of MILES
0
5
PRESENT ROAD NETWORK
PROPOSED IMPROVEMENTS

FIGURE 19

ROAD NETWORK SERVING
REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

CHAPTER XV

GUIDELINES FOR THE ORGANIZATION AND ADMINISTRATION OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

I. INTRODUCTION

The purpose of Chapter XV is to present guidelines for the organization and administration of Regional Educational Service Agency No. X (RESA No. X).

The possible methods of designating director districts, method of selection of board members, role and function of the board, and organizational and operational features of the governing body are discussed.

Next, recommended features of the administrative organization of the unit are offered. Included are the major considerations of the division of administrative responsibility, role and function of each principal administrative position, a recommended linear responsibility chart, the membership and role and function of the administrative cabinet, guidelines for staff communications, and planning activities for the administrative organization.

The chapter is concluded with a discussion of the role and function of a local school district administrators's advisory council and advisory committees for programs and services.

II. THE GOVERNING BOARD

The vital role to be played by the governing board of an educational institution is well recognized. It is therefore important that the board be structured in such a way that it can perform its role adequately.

The Major Role and Function of the Governing Board

Public education is a responsibility of the state. Under the Constitution of Iowa and by legislative act, the structure for the operation and control of public education in the state has been established. A large measure of the responsibility for public education is vested in local school districts, existing county school systems, and the newly created joint county school systems established under the laws of the state for that purpose.

The board of education of a public educational institution is the agency designated by the state to represent the people of the district and the state. The board is charged with the responsibility to interpret the educational needs and desires of the people and to translate them into policies and programs.

The specific powers and duties of the governing boards of educational institutions including those of merged county school systems are stipulated in statutory enactments. In addition and of greater utility in guiding the governing board of RESA No. X are many statements regarding the role and function of governing boards which have been offered in the literature.

Typical of these is that of the Iowa Association of School Boards which has identified the chief responsibilities of the governing board of an educational institution as follows:

1. To comply with the laws of the state and the regulation of the state educational authority.

2. To determine the goals or objectives of public education in the school district.

3. To choose the superintendent of schools and work harmoniously with him.

4. To contribute to the development and improvement of educational opportunities of all children and youth in the district.

5. To develop the policies which will attract and retain personnel needed to realize the educational objectives of the district.

6. To provide for an educationally efficient physical plant.

7. To help obtain the financial resources necessary to achieve the educational goals.

8. To keep the people intelligently informed about the schools.

9. To be sensitive to the educational hopes and aspirations of the people of the district.

10. To appraise the activities of the school district in light of the goals or objectives previously established.

11. To discharge its responsibilities as a state agency by participating in statewide efforts to promote and improve public education.[1]

The central thesis of the above listing of major functions and responsibilities of a governing board of an educational institution is that the legal control of the institution rests with the board of education and that the primary functions of the board are to initiate policy for the governance of the institution and evaluate and assess the activities of the institution. Matters of policy and appraisal and not details of operation should occupy the major attention of the governing board.

Recommended Director Districts

The existing legislation, Section 273.22, Code of Iowa, 1966, states that the director districts of joint county systems shall be divided into six election areas which are "as nearly as possible of equal size and population, and contiguous territory. . . . The 'joint board of education'. . . shall consist of seven members, one member to be elected from each of the respective election areas, . . . and one member to be elected at large. . . ."

In August, 1967, the Iowa Supreme Court ruled that county boards of education, and presumably, boards of education of joint county systems must be elected from director districts of nearly equal population size. The Court, however, stated that it would hold jurisdiction until after the 1969 Iowa General Assembly had time to act on this issue. Further, the United States Supreme Court agreed, in the spring of 1967, to hear several cases involving elected county officials to determine whether or not the "one-man-one-vote" principle applied to elected county officials.

The establishment of director districts of RESA No. X will, of course, need to conform to existing legislation. However, the special nature of RESA No. X, as a service agency providing programs and services for constituent local school districts on a regional basis, appears to make the use of some other rational basis which gives greater recognition to these considerations more favorably.

It is hoped that the Iowa General Assembly in considering this issue, and the Iowa Supreme Court in any further rulings will give recognition to other methods, including:

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[1] H. C. DeKock and S. J. Knezevich, The Iowa School Board Member: A Guide to Better Boardmanship, Iowa Association of School Boards, Wallace-Homestead Co., 1966, pp. 16-17.

1. The use of the number of local school districts.

2. Nomination by director districts and voting-at-large.

The use of the number of local school districts in establishing director districts for multi-county regional educational service agencies as a permanent factor is justified by the fact that the role and function of these units is clearly to provide services to local school districts, rather than to the general population. Further the programs and services offered by the service unit are based on local determination by constituent member school districts. In addition, the governing board of a regional service agency appears to be more of an administrative body rather than a legislative body, even though its members are chosen by popular election.

Under this plan, and using a seven-member board, the director districts for RESA No. X would be structured as shown in Figure 20. The individual school districts comprising each of the six director districts are listed below:

Director District One:
Seven local high school districts included: Garrison, Vinton, Urbana, Benton, Shellsburg, Belle Plaine, and Norway.

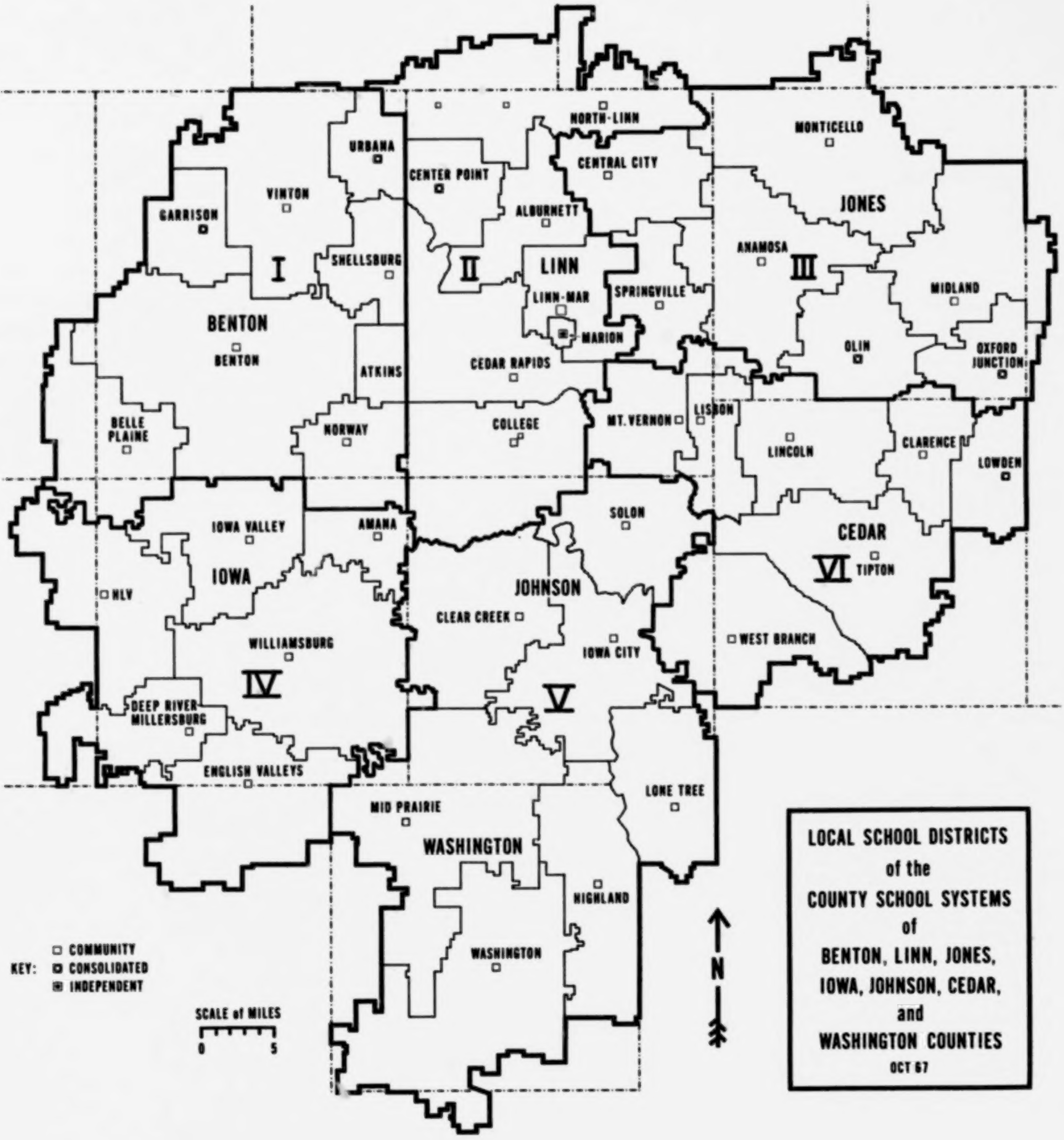
Director District Two:
Seven local high school districts included: North Linn, Center Point, Alburnett, Cedar Rapids, Marion, Linn-Mar, and College Community.

Director District Three:
Seven local high school districts included: Central City, Monticello, Springville, Anamosa, Olin, Midland, and Oxford Junction.

Director District Four:
Six local high school districts included: HLV, Iowa Valley, Amana, Williamsburg, Deep River-Millersburg, and English Valleys.

Director District Five:
Seven local high school districts included: Clear Creek, Solon, Iowa City, Mid Prairie, Highland, Lone Tree, and Washington.

Director District Six:
Seven local high school districts included: Mount Vernon, Lisbon, Lincoln, Clarence, Lowden, Tipton, and West Branch.



NORTH-LINN
MONTICELLO
URBANA
CENTER POINT
CENTRAL CITY
VINTON
GARRISON
ALBURNETT
JONES
I
II
LINN
III
SHELLSBURG
ANAMOSA
LINN-MAR
SPRINGVILLE
MIDLAND
BENTON
BENTON
MARION
OLIN
OXFORD JUNCTION
ATKINS
CEDAR RAPIDS
BELLE PLAINE
NORWAY
COLLEGE
MT. VERNON
LISBON
LINCOLN
CLARENCE
LOWDEN
IOWA VALLEY
AMANA
SOLON
CEDAR
IOWA
VI
TIPTON
HLV
JOHNSON
CLEAR CREEK
WILLIAMSBURG
IOWA CITY
WEST BRANCH
IV
V
DEEP RIVER MILLERSBURG
ENGLISH VALLEYS
LONE TREE
MID PRAIRIE
WASHINGTON
HIGHLAND
WASHINGTON
KEY:
COMMUNITY
CONSOLIDATED
INDEPENDENT
SCALE of MILES
0
5
N
LOCAL SCHOOL DISTRICTS of the COUNTY SCHOOL SYSTEMS of BENTON, LINN, JONES, IOWA, JOHNSON, CEDAR, and WASHINGTON COUNTIES
OCT 67

VII: AT-LARGE

FIGURE 20

RECOMMENDED DIRECTOR DISTRICTS FOR REGIONAL EDUCATIONAL SERVICE AGENCY NO. X FOR A SEVEN-MEMBER BOARD

Director District Seven At-Large:
Forty-one local high school districts included.

It is to be noted that the number of local high school districts in each district varies slightly. Since it was impossible to divide the forty-one local school districts equally into six director districts and since it was considered important initially, to facilitate the transition from a single system to a multiple-county unit, existing county school systems were utilized when possible.

If a nine- or eleven-member board were permissible as proposed in Chapter XII, the recommended director districts for an eleven-member board, the preferred number for RESA No. X, are shown in Figure 21. These director districts are drawn using the 41 existing local school districts, although some district reorganization will no doubt occur.

Under the plan the individual school districts comprising each of the eleven director districts are listed below:

Director District One:
Four local high school districts included: Garrison, Vinton, Urbana, and Shellsburg.

Director District Two:
Five local high school districts included: North Linn, Center Point, Alburnett, Central City, and Springville.

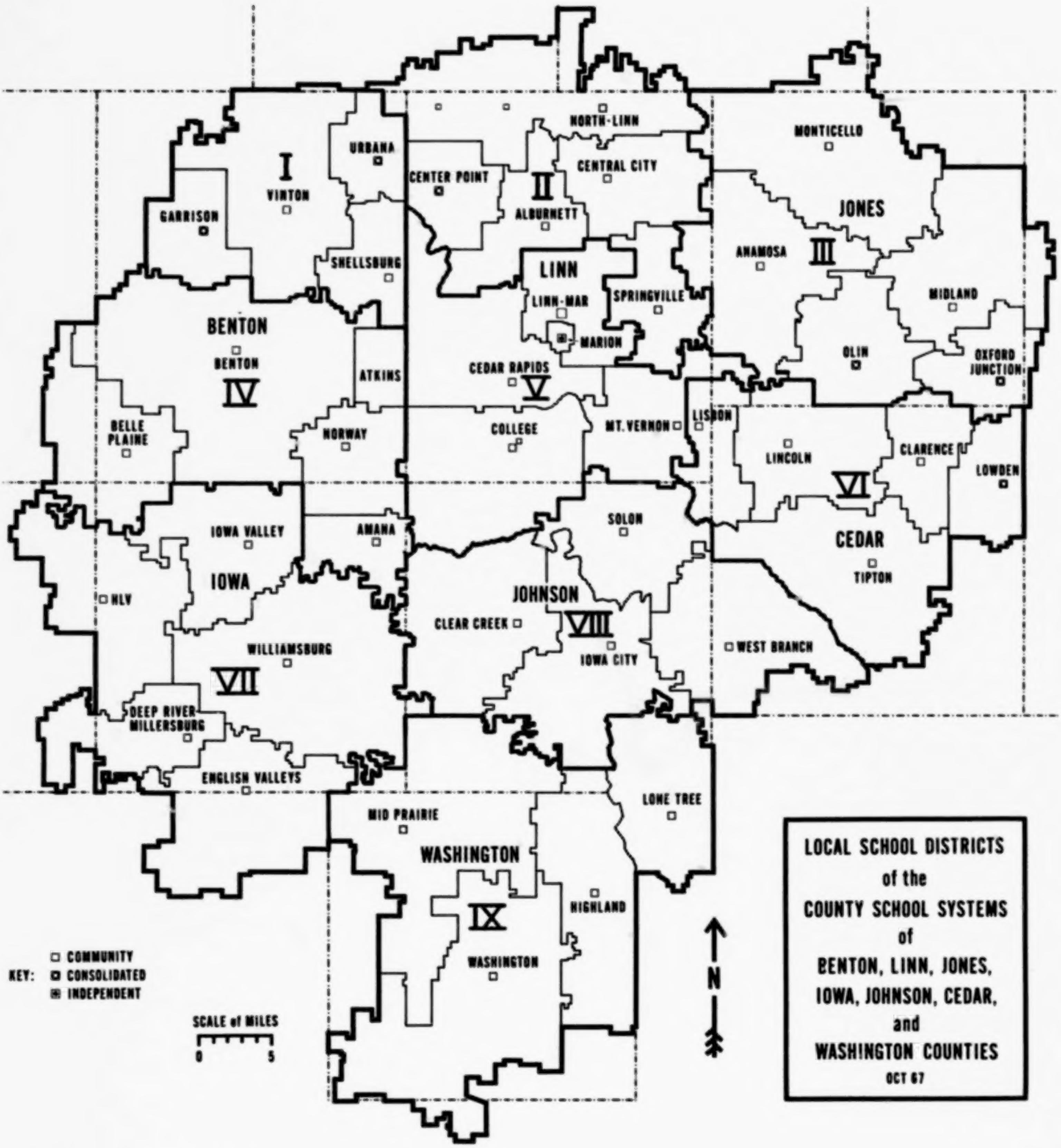
Director District Three:
Five local high school districts included: Monticello, Anamosa, Midland, Olin, and Oxford Junction.

Director District Four:
Four local high school districts included: Belle Plaine, Benton, Norway, and Amana.

Director District Five:
Five local high school districts included: Cedar Rapids, Marion, Linn-Mar, College Community, and Mount Vernon.

Director District Six:
Five local high school districts included: Lisbon, Lincoln, Clarence, Lowden, and Tipton.

Director District Seven:
Five local high school districts included: HLV, Iowa Valley, Williamsburg, Deep River-Millersburg, and English Valleys.


I
URBANA
VINTON
GARRISON
SHELLSBURG
BENTON
BENTON
IV
BELLE PLAINE
ATKINS
NORWAY
NORTH-LINN
CENTER POINT
II
CENTRAL CITY
ALBURNETT
LINN
LINN-MAR
SPRINGVILLE
MARION
CEDAR RAPIDS
V
COLLEGE
MT. VERNON
LISBON
MONTICELLO
JONES
ANAMOSA
III
MIDLAND
OLIN
OXFORD JUNCTION
LINCOLN
CLARENCE
LOWDEN
VI
CEDAR
TIPTON
WEST BRANCH
IOWA VALLEY
AMANA
IOWA
HLV
WILLIAMSBURG
VII
DEEP RIVER-MILLERSBURG
ENGLISH VALLEYS
SOLON
JOHNSON
CLEAR CREEK
VIII
IOWA CITY
LONE TREE
MID PRAIRIE
WASHINGTON
IX
WASHINGTON
HIGHLAND
KEY: □ COMMUNITY
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0
5
N
LOCAL SCHOOL DISTRICTS
of the
COUNTY SCHOOL SYSTEMS
of
BENTON, LINN, JONES,
IOWA, JOHNSON, CEDAR,
and
WASHINGTON COUNTIES
OCT 67

X AND XI: AT-LARGE

FIGURE 21

RECOMMENDED DIRECTOR DISTRICTS FOR REGIONAL EDUCATIONAL SERVICE AGENCY NO. X FOR AN ELEVEN-MEMBER BOARD

Director District Eight:
Four local high school districts included: Clear Creek, Solon, Iowa City, and West Branch.

Director District Nine:
Four local high school districts included: Mid Prairie, Highland, Lone Tree, and Washington.

Director District Ten and Eleven: At-Large
Forty-one local school districts included.

Selection of Board Members

The nomination of candidates for the governing board of RESA No. X is an important concern in order to ensure that qualified candidates are secured. It is therefore recommended that a delegate assembly composed of one representative nominated from each local school district board be held for the purpose of selecting candidates for each director district. For the at-large directorship, the delegate assemblies from each director district will jointly nominate candidates.

Several advantages of this method of selection are recognized including:

1. Elimination of partisan politics.

2. Selection of candidates by an experienced and interested group of board members from constituent local districts.

3. The identification of qualified potential board members.

4. Guarantee of at least one candidate for each vacancy.

5. Creation of greater interest on the part of the citizenry.

It is recommended that the current president of the Area District for the Improvement of Education be responsible for administering the delegate assemblies and the development of by-laws, subject to the approval of a majority of members of the Area District, for their operation. The board and personnel of RESA No. X should not be involved in these processes.

The recommendation for the establishment of a delegate assembly to nominate board members for RESA No. X does not, of course, prevent other candidates from running for office. The primary purpose of the delegate assemblies is to assure that competent, qualified, and unselfish people are on the ballot.

Organizational Features of the Board of Education

Officers. The officers of the board of directors shall be a president and vice-president. The duties of the officers of the board shall be those as prescribed by law.

As recommended in Chapter XII, it is proposed that the board of education be permitted to appoint a secretary and a treasurer for two-year terms. When it becomes possible to employ a secretary, the county superintendent of schools will no longer serve this function.

Committees. Permanent committees composed of members of the board for the areas of programs and services, personnel, and finance shall be appointed by the president. In order to promote the effective operation of the standing committees it is recommended that committee members be appointed for two-year terms with reappointment possible after a one-year lapse. It is recognized that the use of permanent committees is generally not recommended. However, the nature of the activities of the service unit and the structure of a large board are such that the use of permanent committees, with proper precautions, can greatly expedite the functioning of the board.

The president shall also have authority to appoint special or temporary committees as deemed necessary.

Meetings. It is recommended that the board of directors hold regular biweekly meetings. One of the meetings each month should consist of an evening meeting devoted almost exclusively to financial and business matters. The second meeting should be a late afternoon-evening meeting devoted primarily to consideration of educational programs and/or in-service activities for board members.

Special meetings may be held as determined by the board, or called by the president upon the written request of a majority of the members of the board. The agenda for all special meetings shall be limited to the item or items for which the special meeting is called. Meetings of the board shall be open to the public. By a majority vote of the board, executive sessions may be called when considering personnel or for other matters judged to be in the best interest of the district.

The superintendent of schools shall submit to the board for its consideration at least two days before a regular meeting an agenda which shall set forth the order of business for the meeting.

By-Laws. The board shall develop a set of by-laws for their own organization and operation which are consistent with statutory enactments. Such matters as the prescription of rules of order, quorum, and order of business of the board should be included.

Annual Calendar of the Board. It is recommended that an annual calendar of board of education activities be developed jointly by the superintendent of schools and president of the board. Such recurring activities as development and approval of the budget and revision and approval of salary schedules should be included along with the topics for the yearly educational program meetings. This procedure will promote systematic handling of routine matters and provide a framework for long-range planning and evaluation of the total educational program.

Effective Boardmanship.

In that the board of education occupies a key role in the effective operation of the service unit, it is essential that methods and procedures be initiated which will maximize the contributions of these lay leaders. Orientation and in-service activities, participation in state and national school board associations, attendance at professional conferences, and the adoption of a code of ethics will be instrumental in this.

Orientation of New Board Members. Since newly elected board members may or may not have had experience with an educational institution and to ensure that they become contributing members of the board in the shortest time possible, orientation meetings should be scheduled for new board members shortly after their election.

The orientation of new members should be the responsibility of the superintendent of schools with the cooperation of continuing members of the board. The orientation programs should center around the role and function and legal responsibilities of the governing board, the purposes of the service unit, a description of programs and services of the unit, and other pertinent descriptive information.

In-Service Activities. A number of in-service activities designed to improve the effectiveness of board members should be held on a systematic basis as part of the biweekly meetings. Discussion of topics such as board unity, decision-making, educational programs related to the needs of elementary and secondary education, special education, education media, data processing, federal and state legislation, federal programs, and other special topics would do much to make the board aware of educational developments and to promote their effectiveness on a continuing basis.

Participation in State and National School Board Associations. This activity can serve an important function in promoting effective boardmanship. Involvement in meetings of state and national associations, serving on committees, and receiving the publications of these associations will serve to keep board members abreast of current developments and should also serve to broaden their viewpoints by giving them a perspective of more than their own service unit and of other educational levels.

Attendance at Professional Meetings. It is recommended that individual board members, perhaps on a rotating basis, accompany professional personnel of the unit to regional, state, and national meetings of professional groups in areas such as elementary and secondary subject matter fields, special education, data processing, health, welfare, and social agencies.

Code of Ethics. One of the recognized means of promoting effective boardmanship is the adoption and periodic review of a code of ethics. It is recommended that the board of education early in its organization develop a code of ethics to guide the activities of the individual members of the board and the board as a whole. The Code of Ethics developed by the Iowa Association of School Boards can serve as a model in this task.[1]

Development of Written Policies

The development of written policies which will serve as the general guidelines for the operation of the service agency constitutes one of the most crucial tasks of the governing board. It is appropriate, then, that a more detailed discussion of this process be presented. This will be accomplished by defining a policy statement, identifying the purposes and values of policy statements, recommending broad areas in which policy statements should be developed, describing steps to be followed in policy formulation, and offering guidelines on the use of a policy manual.

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[1] S. J. Knezevich and H. C. DeKock, The Iowa School Board Member: A Guide to Better Boardmanship, Revised edition (Des Moines, Iowa, Iowa Association of School Boards, 1965,) pp. 91-93.

Definition of a Policy Statement. A policy is a statement which describes the aim, purpose, and objective which the governing board hopes to achieve. A policy tells what is wanted and may also include general considerations of why and how. Policy statements differ from rules and regulations which are the detailed directions of putting policy into practice. Admittedly, the distinction between policy and rules and regulations is not always easy to make. Most boards, however, acting in good faith and having confidence in the professional personnel of the unit will not make serious errors in distinguishing between the two. And if errors in judgment must be made, it is better to be guilty of injecting some whys and hows into policy than to be too vague in the statement, or worse still avoid policy development altogether.

Purposes and Values of Policy Statements. The purposes and values of policy statements are well recognized in organizational theory and practice. Typically, the advantages cited for comprehensive policy development include those identified in a recent publication of the National School Board Association.

> There is almost universal agreement that written school board policies are of great value to the board of directors, the administrative staff, instructional staff, non-instructional staff, pupils, parents, and patrons of the school. The following benefits can result from the establishment of written policy statements: (1) they help to clarify responsibilities; (2) they help to promote more consistent decisions; (3) they provide for continuity of action; (4) they save the board time, money and effort; (5) they help improve public relations; (6) they help to reduce pressures on the board; (7) they give the board a sense of direction; (8) they help to facilitate orderly review of board practices; and (9) they insure a better informed board and staff.[1]

Topics to be Covered in Policy Statements. The question of what areas of the program of the Regional Educational Service Agency No. X should be covered by policy statements is a complex one. It is often recommended that as a minimum, the following broad areas of the educational institution's program and organization should be covered by written policies:

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[1] Reference Manual on Written School Board Policies, Joint Committee, National School Boards Association and National Education Association, Washington, D.C., 1960, pp. 8-29.

1. The legal status, organization, and function of the governing board.

2. The selection, retention, and duties of the chief administrative officer.

3. The financial and business management aspects of the institution.

4. The programs and services of the institution.

5. The selection, retention, salary and other working conditions of professional staff personnel.

6. The selection, retention, salary and other working conditions of non-professional staff personnel.

7. Community relations and related matters.

Of greater assistance to the governing board than the identification of broad areas in which policies should be developed is a further elaboration of the role that written policies should play in the operation of an educational institution.

In the same manner that consistency and continuity are important in the operation of any organization, these elements are also vital considerations in the governance of an educational institution as it faces the problems and issues arising from the day-to-day operation of the educational program. Recurring problems should be handled in a consistent manner if staff morale and public support are to be maintained at an effective level. The board which handles a problem in one manner at one time and then changes its position without justification at a later time may find considerable unrest and dissatisfaction evidenced by both staff members and the public.

This is not to imply that policies should be inflexible barriers behind which board members and administrators might hide to avoid making unpopular decisions, nor does it mean that policies cannot be changed after adoption.

Policies are always subject to examination and revision in light of changes in statutes, changes in the values of the community, or changes in situations which dictate courses of action. Rather than being restrictive in nature and constituting a burden to the board, staff, and patrons, good policy statements should be positive in nature and should give direction to the institution.

Moreover, policy statements should not be viewed as the answer to all problems, and, of most importance, it is virtually impossible to develop a policy statement to apply to all situations. Policies should chart the course of action for the staff to administer and operate the institution. As a necessary adjunct to policies, rules and regulations must be developed by the administrative staff. It is these rules and regulations which the staff must follow in implementing the policies which have been adopted by the governing board. Rules and regulations provide the detailed directions which are necessary to put policy statements into effect.

Steps in Policy Formulation. The process of developing policies is a much more involved activity than the passing of a motion and recording the motion in the official minutes of the governing board. Nor is it a task which can be performed with a great deal of ease or in haste. Due to the importance and significance of policies in the administration and operation of an educational institution, a number of suggested steps are offered as guidelines for consideration in developing a policy statement. These are:

1. Agree on role of the board, administration, and professional personnel in the development of the policy.

2. Establish a time schedule for completion.

3. Develop a working outline for the policy.

4. Decide whether the policy is to be broad or specific in nature.

5. Review minutes of the board to ascertain if any previous board action has implication for the policy.

6. Review other policy statements to ascertain if the topic is included in another statement and/or if there is any relationship in other policy statements to the subject under consideration.

7. Examine statutory provisions, attorney general's opinions, and rules and regulations of the State Department of Public Instruction for those statements which pertain to the topic in question.

8. Study existing practices, in the form of unwritten policies and/or administrative rules and regulations, to ascertain what, if any, implication these might have for the topic under consideration.

9. Develop and publish a draft of the policy statement and call for a first reading of the statement.

10. Adopt the policy statement and add it to the policy manual.

The identification of the above steps is offered with the intent of demonstrating the complexity of good policy development. It is not suggested that the recommended steps are sequential in nature or that all steps are applicable in every situation.

The actual work of developing and formulating policies can be performed in a number of ways, including: formulation by the governing board as a body, or individual members of the board; formulation by the administrative and professional staff; and formulation by a committee composed of board members, administrative staff, and professional staff.

It is recommended that the committee approach be extensively utilized in the development of policy statements. Although this approach may consume considerable time, it is nonetheless the soundest approach to use. This is true for a number of reasons, chief among which are the following:

1. It is generally recognized that morale of the employees of an organization is strengthed if those who are affected by a policy have some voice in the development of the policy.

2. The professional staff of an educational institution is generally the richest resource at the disposal of the board for providing guidance and assistance in the development of educational policies.

3. The involvement of professional personnel in the development of policies will help bring about a better understanding of the nature and intent of the policies.

Consulting professional personnel in the formulation of policy does not imply that the governing board has abdicated its responsibilities; rather this interaction demonstrates that the board recognizes the values alluded to above.

The Construction and Use of a Policy Manual. To increase the effectiveness and utilization of policy statements, they should be organized and placed in a bound book or manual in such a way as to make them easy to locate and use.

The format and arrangement of policies within a policy manual will have either a positive or negative influence on the usefulness of the policies. The section of the manual which is devoted to policies pertaining to the governing board should appear in the first portion of the manual followed by sections pertaining to other major areas of the institution's program.

The use of a numerical coding system for different policy areas and individual policies within an area will facilitate location of a particular policy and the utility of the policy manual.

For example, the following coding system for the major areas of policy statement might be used:

TABLE 94

PROPOSED CODING SYSTEM FOR MAJOR AREAS OF POLICY STATEMENT

Series Number	Policy Statement
100	Educational Philosophy
200	Board of Directors
300	Administration
400	Staff Personnel
500	Student Personnel
600	Programs and Services
700	Business Management
800	Relationships with Other Agencies

The following illustrates how one major area of policy statement might then be coded. The series relating to staff personnel (Series 400) is used for illustrative purposes. This series might include policy statements for the following:

TABLE 94A

PROPOSED CODING STRUCTURE FOR ONE MAJOR AREA OF POLICY STATEMENT

Series Number	Policy Statement
400	A Guiding Philosophy
401	Certificated Personnel-Selection
401.1	Definition
401.2	Recruitment
401.3	Qualification
401.4	Certification
410	Certificated Personnel-Absence and Leave
410.1	Absence-Sick Leave
410.2	Absence-Illness in Immediate Family
410.3	Absence-Death in Immediate Family
410.4	Absence-Personal Reasons
410.5	Absence-Professional Purposes
410.6	Leave-Maternity
410.7	Leave-Military Service
410.8	Leave-Professional Purposes

In that policies are subject to constant review, amendment and revision, it is recommended that the policy manual be assembled in a loose-leaf binder. Each policy should be printed on a separate page and should show the date of adoption by the board, any pertinent legal references, and the title of administrative rules and regulations which are developed from the policy statement.

A number of different uses of the policy manual are recommended. A complete copy of the manual should be provided each board member, officer, and key administrative personnel. For other purposes, such as the orientation of staff members, abridged policy manuals pertaining to certain areas of policy should be made available.

III. THE ADMINISTRATIVE ORGANIZATION

Consideration of the administrative organization of Regional Educational Service Agency No. X is centered around the following topics: a review of selected organizational concepts and principles of special significance to a regional educational service agency; a proposed administrative organization of the unit, including a recommended organizational chart; guidelines for the development of administrative rules and regulations; and recommendations concerning staff communication and planning activities.

An Overview of Selected Organizational Concepts and Principles of Special Significance to the Regional Educational Service Agency

The study of administrative organization in education has been largely ignored in the literature and research until comparatively recent times. Such is not the case, however, in business administration. In this field, a great body of research has developed regarding such issues as span of control, conflict in organization, decision-making, informal groups, and other organizational phenomena. It is to be expected that much of what has been written about administrative organization in education has been influenced to a considerable degree by research in business administration. It is probably true that organization is more alike than different irrespective of the type of institution, public or private. There are, however, certain aspects of organization peculiar to education. An attempt will be made in presenting this brief review to identify real or apparent differences in the nature or organization in the public and private sectors and to identify any concepts or principles of special significance to the regional educational service agency.

A Definition of Organization. To define organization is to speak of goals, purposes, duties, and authority. An examination of several definitions of organization offered by behavioral scientists reveals that the above terminology is almost universally employed. Charters, for example, identifies the four fundamental concepts of formal organization as task, position, authority relations, and departments. Griffiths defines organization somewhat in the same manner:

> Organization is that function of administration which attempts to relate and ultimately fuse the purposes of an institution and the people who comprise its working parts. It is the continuously developing plan which defines the job and shows how it can be efficiently and effectively accomplished by people functioning in a certain social environment.[1]

Organization, then, represents an attempt by an institution to define duties, responsibilities, and authority in a manner that best realizes the purpose of the institution.

The Characteristics of Organization. In identifying the characteristics of organization, care must be taken to clearly distinguish between characteristics of the formal organization of an institution and characteristics of the informal organization of an institution. Failure to do so can lead to hopeless confusion.

Barnard described a formal organization in the following manner:

> . . . an impersonal system of co-ordinated human efforts; always there is purpose or the co-ordinating and unifying principle; always there is the indispensable ability to communicate; always the necessity of personal willingness, and for effectiveness and efficiency in maintaining the integrity of purpose and the continuity of contributions.[2]

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[1] Daniel E. Griffiths, et.al., Organizing Schools for Effective Education (Danville, Illinois: The Interstate Printers and Publishers, 1962), p. 10.

[2] Chester I. Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1938), pp. 94-95.

Barnard also points out that in each formal organization there is an informal organization. He characterized informal organization as the contacts or interactions of people in the organization which change the attitudes, emotions, experiences, and knowledge of the people affected.

Griffiths distinguishes between formal and informal organization by referring to formal organization as those definable characteristics of the structured design of an institution and to informal organization as the daily contacts which an employee has with his supervisors, peers, and subordinates.[1]

In summary, it is important that students of organization be cognizant of the fact that educational institutions, as do all institutions, have informal organizations. Development of a formal organizational pattern in an educational institution should give recognition to the informal organization existing in the institution.

The Importance of Organization. Industry has long recognized the vital role that organization plays in the achievement of the goals of an institution. Nearly all industrial concerns of any size designate a department or individual in charge of organizational planning.

The theory and practice of educational administration, on the other hand, have far too long paid little or no attention to the function of organization. Standard texts in educational administration published as late as the mid-fifties typically gave the topic superfluous treatment.

Increasingly, however, the literature in educational administration is coming to recognize the importance of organization. Ross offers the following reasons why educational institutions can no longer operate on a "little red schoolhouse" organization basis:

1. The school enterprise is bigger and more expensive than ever.

2. Education is a more complicated process with greater promise than ever dreamed of before.

3. Schools are expected to serve more people. Schools are expected to do things never before considered responsibilities of educational institutions, and to do deeper, more effective jobs in terms of traditional educational purposes.

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[1] Griffiths, et.al., op.cit., pp. 8-10.

4. More informal operational democracy is demanded by school administration -- both in terms of working with the public and working with the staff.[1]

Griffiths argues for a greater concern of organization by stating:

> If a good staff is able to work reasonably well in a seemingly awkward structure, it would do an even better job after some organizational improvements have been made. If a seemingly sound administrative structure is not functioning properly because of staff members involved, a less adequate organization would further hamper the situation.[2]

And Urwick expresses what must be considered the most forceful argument of all:

> Lack of an organizational design is illogical, cruel, wasteful and inefficient. It is as illogical as ordering supplies or materials without written specifications. It is cruel to the individual on the job who must attempt to satisfy the perceptions one or more superiors have of his position by guessing about what their perceptions really are. It is wasteful because it ignores the continuity of an organization while placing emphasis on the individual who temporarily holds a position before endless periods of discussion, frustration, confusion, and indecision have taken place. It is inefficient because it permits no alternative to the operation of an organization but to "play by ear" or, in reality, to play politics with the individuals working in that organization.[3]

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[1] Donald H. Ross, Some Arguments for Requiring A More Rigorous Professional Preparation of Chief School Administrators (Albany, N.Y.: Cooperative Development of Public School Administrators, 1954), pp. 6, 8-9, 18.

[2] Griffiths, et.al., op.cit., p. 10.

[3] Lyndall Urwick, The Elements of Administration (New York: Harper Brothers, 1943), pp. 38-40.

Urwick offers an analogy which seems especially pertinent when he compares lack of organizational design in an institution to a machine with faulty engineering design. He stated:

> A machine will not run smoothly when fundamental engineering principles have been ignored in its construction. Attempts to run it will inevitably impose quite unnecessary and unbearable strain on its components.[1]

Such, then, is the case of a concern for organization. Appropriate administrative organization can facilitate the achievement of the goals of an educational system. It, therefore, becomes one of the essential concerns and responsibilities of those charged with administering educational institutions.

Basic Patterns of Organization. A number of basic patterns of organization characterize the structure of educational systems. A brief outline of several of the more common concepts of organizational patterns is offered by Campbell. Although making reference to a local school district setting, his description applies equally well to other types of educational institutions.

1. Centralization versus Decentralization Organization. In the centralized plan the superintendent's office exercises tight control over all schools of the district. In the decentralized arrangement, building principals and their staffs are given considerable autonomy with regard to many aspects of school operation. Centralization requires a relatively large central office staff of directors and supervisors, whereas decentralization may mean that each principal will be given administrative assistance. Centralized control usually requires considerable uniformity of practice among the various schools; decentralized control ordinarily results in more diversity of practice among the schools.

2. Line and Staff Organization. Line officers are usually thought of as those responsible for the operation of the major units of an organization. Staff officers usually serve in a fact-gathering or advisory capacity or perform a specialized function for line officers. Ordinarily building principals are thought of as line people, since they are responsible for the operation of the major units of an organization.

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[1] Ibid.

3. Flat or Pyramidal Organization. A superintendent working directly with principals represents a flat or two-level arrangement, while a plan of organization which includes assistant superintendents and directors may mean a pyramid, or four-level arrangement.

4. Horizontal and Vertical Organization. Assistant superintendents in charge of elementary and secondary education, respectively, represent a horizontal arrangement, while assistant superintendents in charge of functions or operational areas such as instruction or staff personnel represent a vertical plan.[1]

The above summary statements about four major patterns of organization are included in the report for two principal reasons: one relates to a need for a common understanding of the language of organization and the second provides a conceptual framework upon which guidelines for the administrative organization of an educational institution may be developed. Before presenting recommended guidelines, however, it is important to consider the uses and limitations of an organization chart, and identify some of the basic problems and issues in organization.

The Organization Chart. Most institutions attempt to pictorialize the interrelationship among individuals which is termed organization by use of an organization chart.

Griffiths and his associates have identified the features, uses, and limitations of an organization chart as follows:

> An organization chart is designed to express such factors as positions, levels of authority, responsibility, and cooperation among and between the people and the committees which make up a school system. In a working situation, organization charts provide the individual with a description of his unique place in the organization. Organization charts do not depict the day-to-day operations of an institution but reflect only its formal organization. The closer an organization chart is able to portray the actual operation of an enterprise, the more helpful it will be, but it can never take into acount the complete informal structure of an organization. For this reason, slavish

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[1] Roald F. Campbell, John E. Corbally, Jr., and John A. Ramseyer, Introduction to Educational Administration, Second Edition (Boston: Allyn and Bacon, Inc., 1962), pp. 126-127.

> adherence to such a chart in daily operation would result, almost inevitably, in inefficient operation.[1]

If their limitations are recognized, charts can be used effectively for discussion purposes and have practical applications as well.

Basic Problems and Issues in Organization. An insight into the basic issues in organization may be gleaned from an examination of what has been said about organizational deficiencies, conflict in organization, and morale. Common to each of these topics, particularly conflict in organization and morale, are the two basic issues in organization - - conflict between individual and institutional goals and the decision-making process in organization.

Griffiths and his associates report the results of research by Dole, a leading personnel and management consultant, who identified, as a result of his study of industrial organization, the following symptoms of organizational deficiency:

1. Slowness in decision-making and in carrying out decisions (too many "channels" to much "paper pushing.")

2. Frequent and serious errors in decision-making.

3. Delegation of various decisions to executives who lack knowledge of the phases of the business affected.

4. Inadequate communication.

5. Bottlenecks in production, finance, etc.; failure to meet delivery schedules.

6. Decision-making overly decentralized with consequent lack of uniformity in policies; or, at the other extreme, over-centralized decision-making to preserve uniformity of policies.

7. "Below par" executive turnover, absenteeism, high sickness incidence, nervous tension, overwork, under utilization, general dissatisfaction.

8. Inadequate long-range planning and research, lack of new ideas.

9. Interdepartmental and personality clashes.

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[1] Griffiths, et.al., op.cit., pp. 29-31.

10. Poor balancing and meshing of the different departments.

11. Staff-line conflicts.

12. Excessive span of control.

13. Poor control, lack of knowledge of results, poor compliance.

14. Inefficient committee work.

15. Lack of clear-cut objectives.[1]

So, too, have efforts been made to identify symptoms of organizational deficiencies in educational institutions. Griffiths and his associates categorized symptoms of organizational deficiencies on the basis of investigations of a number of school systems in New York State. The symptoms identified by Griffiths were implied in the following questions which he urged every school administrator to periodically raise concerning himself and his administrative staff.

1. Is a large proportion of administrative time spent in handling emergencies and dealing with spontaneous conflicts?

2. Do different members of the administrative staff often make conflicting final decisions on the same problem?

3. Do decisions result in unexplained delays in carrying out plans?

4. Are there frequent complaints that "No one told me," "I didn't know who was responsible for it," "You should have sent it to me?"

5. Must members of the administrative staff work inordinately long hours and suffer frequent interruptions of their weekends and vacation periods?

6. Does it seem that there is never enough time to develop long-range plans for the school system?

7. Are there frequent personality clashes among members of the administrative staff?[2]

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[1] Ibid., pp. 14-15.

[2] Ibid., p. 14.

The similarities of the two preceding lists of symptoms or organizational deficiencies are quite apparent. Common to both are the issues of conflict between the individual and institutional goals and morale in organization.

What, then, is the nature of conflict in organization and can this issue be resolved? Essentially conflict in organization stems from the problem of attempting to integrate individual and organizational goals. The goals of an institution and the goals of individuals serving in the institution cannot be separated nor can they be completely fused. Each individual in an institution is striving to realize personal goals. These goals may be similar to the goals of the institution, but they are never the same. No organizational pattern overcomes this conflict completely. At best, an organizational pattern can minimize the conflict. Efforts to establish an organizational pattern which minimizes the conflict raise., again, such questions as:

1. The span of control.

2. Tall and flat organizational patterns.

3. Centralization and decentralization.

4. Institutional purposes and the personality of individuals as criteria for organizing.

5. Unit and multiple control.[1]

Morale in organization has occupied the attention of students of administration in the public and private sectors for so long a time and so much has been written about it that even a brief review of the subject is not included here. Whenever morale is discussed in education, however, it is generally in reference to teachers or students. The factors which affect morale of educational administrators have not received the same attention.

One study which undertook to identify the factors of administrator morale is reported by Griffiths. Barry undertook a study of these factors in 1955. He formulated a series of hypotheses and tested them by means of an elaborate interview process. A review of Barry's data reveals seven factors which have a statistically significant relationship to high administrator morale. In order of their significance, these factors are:

1. Administrators receive recognition for the ideas which they have concerning education in the community.

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[1] Ibid., p. 54.

2. The relationship between the administrator and the board of education is characterized by cooperation, mutual respect, and an understanding of each other's roles.

3. The relationship among administrators within a school district is characterized by free and open exchange of ideas and mutual respect for each other's personality.

4. Administrators are among the prestige people in the community, being appointed to important community committees, sought out for community projects, and are considered on the same plane as such professional people as doctors and lawyers.

5. Administrators are active participants in projects which improve the quality of education in the schools.

6. Administrators are quite satisfied with such material factors as salary, facilities, secretarial help, and supplies.

7. Administrators receive stimulation through working with consultants, attending professional meetings, and studying the problems of their own district.[1]

Guidelines in Organization. In conclusion, the recommended guidelines in the administrative organization of an educational institution are identified below. The guidelines which follow are those of Griffiths and his associates and are based largely on an attempt to reconcile the conflict between individual and institutional goals. The guidelines are:

Guideline I: The role of the administrative staff in an institution is to create an organization within which the decision-making process can operate effectively. The organization should permit decisions to be made as close to the source of effective action as possible.

Guideline II: The administrative staff of an educational institution should be organized to provide individual staff members with as much freedom for initiative as is consistent with efficient operation and prudential controls. Hierarchical levels should be added to the organization with caution, and only when deemed imperative to maintain reasonable control over the institution.

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[1] Daniel E. Griffiths, Human Relations in School Administration (New York: Appleton-Century-Crofts, Inc., 1956), p. 157.

Guideline III: The administrative functions and the sources of decision-making in an institution should be organized to provide the machinery for democratic operation and decentralized decision-making.

Guideline IV: The purpose of organization is to clarify and distribute responsibility and authority among individuals and groups in an orderly fashion consistent with the purposes of the institution. The structure of the institution is determined by the nature of its decision-making process and the organization of the institution should be established to provide for the most effective operation of this process.

Guideline V: An institution should be organized with a unitary source of decision-making at its head. Authority and responsibility by the chief administrator should allow for a unitary pattern of decision-making levels among all subordinates in the institution.

Guideline VI: The administrative organization, by its very structure, should provide for the continuous and cooperative evaluation and redirection of the organization from the standpoint of adequacy (the degree to which goals are reached relative to the available resources).[1]

Acceptance of these guidelines places emphasis upon a belief in the following concepts of organization:

1. A broad span of control.
2. A flat organization.
3. The department or division as the basis of organization.
4. The specialist as a staff officer.
5. A decentralized organization.
6. The purpose of the institution as the primary criterion for organization.
7. Unitary control and supervision.

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[1] Griffiths, et.al., op.cit., pp. 55-72.

A concluding statement about the nature of organization and organizational theory appears to be in order. New knowledge about organization casts grave doubt on Alexander Pope's classic admonition: "For forms of government let fools contest, whate'er is best administered is best."

Clearly school organization cannot be best administered unless the organization is a rational plan for the efficient and effective use of manpower in harmony with the purposes of the institution and consistent with the best theory of organization.

Implications for Regional Educational Service Agency No. X. The recommended guidelines for the administrative organization of RESA No.X which follow adhere closely to the organizational concepts and principles presented in the overview. Implementation of the guidelines presented gives recognition to the following concerns of the regional service agency:

1. A need to facilitate change and maintain flexibility in the organization.

2. A need to maintain organizational equilibrium.

3. A need for a high degree of coordination and cooperation within the organization which in most cases must exceed the degree of coordination and cooperation between the unit and external organizations.

4. A need for close communication between component parts of the service agency and a need to minimize barriers which typically restrict communication within an organization.

5. A need to establish an administrative structure which will aid in minimizing duplication and fragmentation of human and financial resources.

6. A need for the most efficient, effective, and economical operation possible.

These concerns are of special significance because of the unique nature of the regional educational service agency. These units which are essentially service oriented will be staffed by a large number of specialists in various fields. It is critical to the attainment of the organizational goals of the unit that adherence to the organizational guidelines presented and implemented in the recommended administrative organization be observed.

The Proposed Administrative Organization

Administrative Staffing Requirements. The question of how many administrative staff members are needed to administer Regional Educational Service Agency No. X is an important question. This and similar questions, however, cannot be answered in gross terms.

In the absence of empirical data on what constitutes an optimum size administrative staff, the governing board and chief administrative officer must assess the question of numerical adequacy in terms of the expressed purposes of the agency, the capacities and abilities of individual staff members, the expectations and demands placed upon the staff, and similar criteria.

It seems inevitable that judging the numerical adequacy of a staff of administrators will remain an uncertain process. This is true because of the above considerations and because a staff is said to be adequate when it is just large enough to get the job done well. This is of little assistance because the job of the administrative staff is probably never completed and it cannot always be determined when it is done well.

Further, the limited status surveys and opinion surveys of optimum administrative ratios in local school districts is of little assistance because of the unlike features of the regional agency. This type of educational institution which is staffed by specialists in a variety of fields has few counterparts in public elementary and secondary education.

In order to provide for the efficient and effective administration of Regional Educational Service Agency No. X, it is recommended that the following administrative personnel be employed initially:

1. A chief administrative officer.

2. An assistant superintendent of schools.

3. An administrative assistant.

4. A director for the service center located at Iowa City.

5. A director for each of the five service divisions of the agency.

6. An administrative intern.

The administrative staffing ratio proposed above is to be viewed as the optimum administrative staffing arrangement. It should provide the agency with the desired close coordination and close administrative structure required for maximum organization and administration of the agency.

The recommended role and function of each of these positions is briefly discussed. In addition, a proposed administrative cabinet, organization chart, and linear responsibility chart are discussed to show the interrelationship of each of these major administrative positions.

Superintendent of Schools. In general terms, the superintendent of schools serves as the chief administrative officer of the regional service agency and as the professional advisor of the board of education. More specifically, the administrative tasks or the operational areas of administration in which the superintendent works may be grouped into the following five categories:

1. Program development.
2. Community relations.
3. Staff personnel.
4. Finance and business management.
5. Organization and structure.

The superintendent has many tasks to perform in each of these operational areas. This is not to imply that the chief administrative officer can or should personally perform the many and varied functions in each of the above categories. Other persons in the organization will nearly always be involved. In some cases, the tasks are achieved with the assistance of other personnel, in other cases entirely by them, and in still others, advice is given the chief administrator regarding the tasks. However, the final responsibility for these administrative tasks rests with the superintendent of schools.

The major role and function of the superintendent of schools within each of the above major categories of responsibility can be conveniently summarized as follows:

1. Program development, including determining objectives of the service unit, program areas, priorities, and appraisal of the programs and services of the agency.

2. Community relations, including determining needs of local school districts, the region, and relationships with other agencies and organizations in the region.

3. Staff personnel, including development of personnel policies, recruitment of personnel, coordinating, supervising, and appraising personnel.

4. Finance and business management, including development of the budget, supervision of the budget, and securing physical facilities.

5. Organization and structure, including communication with the governing board and staff, and the development of techniques and processes for the orderly administration of the unit.

The administrative tasks briefly identified can be further classified as a process which is cyclical in nature and contains the following components: decision-making, programming, stimulating, coordinating, communicating, and appraising.

Assistant Superintendent of Schools. The assistant superintendent of schools should be directly responsible to the chief administrative officer. The major functions of this position should be:

1. Development of the budget.

2. Serve as business manager until such time as a secretary can be appointed by the board of education.

3. Coordinate the activities of the director of the Iowa City Service Center.

4. Administer all legal functions and responsibilities of the unit.

5. Coordinate the work of the administrative intern.

6. Supervise non-certificated staff members.

7. Perform other functions as assigned by the superintendent.

8. Serve as the secretary of the Administrative Cabinet.

Administrative Assistant. The administrative assistant should be directly responsible to the superintendent of schools. The major functions of this staff position should be:

1. Serve as the coordinator and liaison member of the agency to local school districts and other organizations and agencies.

2. Supervise the preparation of an annual report.

3. Supervise the preparation of policy manuals and staff manuals.

4. Supervise the preparation of the agency house organ.

5. Perform other functions as assigned by the superintendent.

6. Serve on the Administrative Cabinet.

Director of the Iowa City Service Center. The director of the Iowa City Service Center should be directly responsible to the assistant superintendent. The major functions of this staff position should be:

1. Supervise the staff members housed in the Iowa City Service Center.

2. Assist the administrative assistant with liaison with The University of Iowa.

3. Perform other functions as assigned by the assistant superintendent.

4. Serve on the Administrative Cabinet.

Divisional Directors. The directors of the five service divisions of the agency should be directly responsible to the superintendent of schools through the assistant superintendent. The major functions of these staff positions should be:

1. Development of all programs and services of their division.

2. Supervision of the recruitment of professional personnel.

3. Supervision of all professional personnel assigned to their division.

4. Serve as secretary of their respective divisional advisory committees.

5. Prepare an annual report on the activities of their respective divisions.

6. Supervision of in-service activities for professional personnel of their respective divisions.

7. Perform other functions as assigned by the superintendent.

8. Serve on the Administrative Cabinet.

Administrative Intern. It is recommended that RESA No. X annually employ a graduate student in educational administration from The University of Iowa. Although the focus of the internship program should be the provision of learning experiences for the intern, many values can be realized for the regional service agency. Chief among these are the following:

1. The development of potential candidates for administrative positions in RESA No. X and other service agencies.

2. The establishment of a communication link between the agency and the latest ideas, theory, and research being conducted in the cooperating university.

3. The possibility of providing additional services to the regional agency through field projects conducted by the administrative intern.

4. The possibility of providing professional stimulus for the staff of the regional agency.

The administrative intern should work under the direct supervision of the assistant superintendent and should perform those functions assigned to him by the assistant superintendent. Efforts should be made to insure that the intern has experience in nearly all aspects of the service agency.

The Administrative Cabinet. The close coordination and cooperation of all activities of the multi-county service agency is crucial. The unit will be one of the most highly specialized agencies in public elementary and secondary education. The need for communication and joint planning of all of the component parts of the organization is of vital concern if the unit is to function adequately and effectively as an organization and is to attain its stated organizational goals.

One effective measure that can be initiated and structured to bring about essential coordination and planning is to establish an Administrative Cabinet.

The Administrative Cabinet should be composed of the following administrative personnel: superintendent and assistant superintendent of schools, administrative assistant, director of the Iowa City Service Center, and the directors of the five service divisions.

The Administrative Cabinet should hold regular weekly meetings. The superintendent of schools, who will serve as general chairman, should have responsibility for the preparation of the weekly meetings. The assistant superintendent should serve as the secretary of the Cabinet.

The majority of meetings of the Cabinet should be devoted to necessary discussion and joint planning of the operations of the agency and other organizational matters.

It is recommended, however, that some time be devoted to in-service activities designed specifically for key administrative personnel of the unit. It appears that this vehicle could be used as a platform for a discussion, in a small-group setting, of a number of basic, fundamental concerns of the membership of the Cabinet. For example, consultants might work with the Cabinet on such matters as decision-making, communication, small-group theory, large-group theory, leadership training, conflict, organizational theory and similar topics.

Still other meetings of the Cabinet should be devoted to "brainstorming" sessions in which all members of the Cabinet, in a free and uninhibited atmosphere, react to specific problems raised by members of the group. The chairmanship of these meetings might be rotated among members of this Cabinet.

Proposed Organization Chart. As discussed previously an organization chart should reflect the formal organization of an institution. As a minimum it should reflect the formal levels of authority, areas of responsibility, and cooperation among and between the major component parts which make up the organization.

A proposed organization chart for Regional Educational Service Agency No. X is shown in Figure 22. Major features of the chart are the following:

1. The chart clearly shows the superintendent of schools as the chief administrative officer of the regional agency. Reporting directly to the superintendent are the two line positions of assistant superintendent and administrative assistant. Responsibility for the coordination of the Administrative Cabinet, and the proposed Administrator's Advisory Council which is discussed later, rests with the superintendent of schools.

2. The chart shows the relationship of the five service divisions of the service agency to the assistant superintendent and superintendent of schools. The need for close cooperation and coordination among the five divisions is also illustrated.

3. The role of the five proposed divisional advisory committees and the need for cooperation among these committees is also shown.

4. The chart shows the coordinative relationship that exists between the two service agencies through the assistant superintendent and the divisional directors.

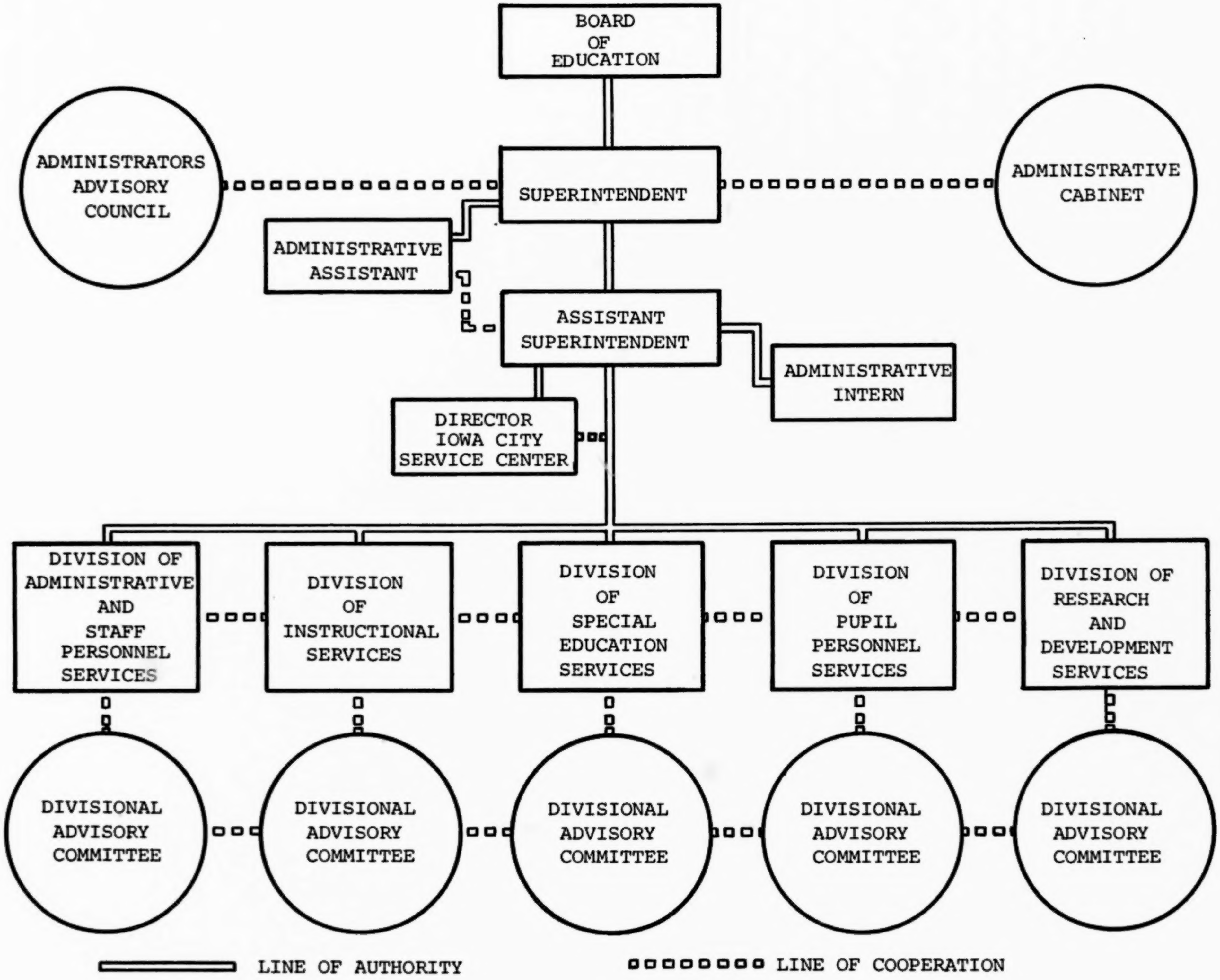
BOARD OF EDUCATION
ADMINISTRATORS ADVISORY COUNCIL
SUPERINTENDENT
ADMINISTRATIVE CABINET
ADMINISTRATIVE ASSISTANT
ASSISTANT SUPERINTENDENT
ADMINISTRATIVE INTERN
DIRECTOR IOWA CITY SERVICE CENTER
DIVISION OF ADMINISTRATIVE AND STAFF PERSONNEL SERVICES
DIVISION OF INSTRUCTIONAL SERVICES
DIVISION OF SPECIAL EDUCATION SERVICES
DIVISION OF PUPIL PERSONNEL SERVICES
DIVISION OF RESEARCH AND DEVELOPMENT SERVICES
DIVISIONAL ADVISORY COMMITTEE
DIVISIONAL ADVISORY COMMITTEE
DIVISIONAL ADVISORY COMMITTEE
DIVISIONAL ADVISORY COMMITTEE
DIVISIONAL ADVISORY COMMITTEE
LINE OF AUTHORITY
LINE OF COOPERATION

FIGURE 22

PROPOSED ORGANIZATION CHART OF
REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

Linear Responsibility Chart. One convenient way to pictorialize the assignment of functions to positions in an organization, and, in addition, make the organization chart more meaningful, is to develop a linear responsibility chart. This should be completed by the end of the first year of operation.

The linear responsibility chart should identify the various administrative positions and the major administrative functions to be performed. The role played by each of the administrative positions and advisory groups in the performance of each of the major administrative functions listed should then be coded to show one or more of the following degrees of involvement:

1. General supervision
2. Direct supervision
3. Participation
4. Consultation

The linear responsibility chart should be considered as merely an attempt to show, in general terms, the role played by various positions in the performance of major administrative tasks. It will prove to be of value in delineating the areas of responsibility of administrative staff personnel and will aid in visualizing the desired interrelationships between the component parts of the service unit.

Development of Administrative Rules and Regulations

One of the most critical tasks of the administrative staff of the service agency is the development of administrative rules and regulations. As established previously, administrative rules and regulations differ from policy statements in that they are the detailed directions for putting policy into practice. The need for comprehensive administrative rules and regulations for the smooth and efficient operation of the service agency is perhaps more crucial for this type of educational institution than any other.

Purposes and Values of Administrative Rules and Regulations. The purposes and values of administrative rules and regulations are virtually the same as those previously identified concerning written policy statements. The major values, and by inference, purposes of administrative rules and regulations, are: they help to identify responsibility, they help to promote more consistent decisions, they provide for continuity of action, they help facilitate orderly review of rules and regulations, they insure a better informed staff, and they insure "reasonable" uniformity.

Topics to be Covered. Administrative rules and regulations should be developed for nearly all topics for which a policy statement of the board of education has been written. The single exception to this would be for those policy statements which have application only to the governing board.

Steps in the Formulation of Administrative Rules and Regulations. Again, the steps involved in the development of administrative rules and regulations are not unlike those recommended for the formulation of policy statements. Nor is the recommendation that all staff members be involved in the formulation of administrative rules and regulations.

The Construction and Use of a Manual of Administrative Rules and Regulations. It is recommended that all administrative rules and regulations be published and provided each staff member of the agency. The format, coding, and arrangement of administrative rules and regulations should be identical to that of policy statements.

Staff Communication

The need for effective communication among the staff of the multi-county service agency is crucial as it is in all organizations. The free movement of ideas, vertically and horizontally, in the service agency will do much to improve the effectiveness of the organization and bring about desired close coordination, cooperation, and joint planning.

The personnel and the programs and services of the service agency will frequently closely complement and supplement each other. Indeed, the cooperation, coordination, and joint planning within the organization is perhaps more crucial to the success of the organization than is cooperation between the service agency and constituent local school districts. In view of the importance of adequate internal communication, a number of recommendations are offered which should do much to remove the obstacles to vertical and horizontal communication, insure feedback, and bring about improved coordination and cooperation among and between all component parts of the service unit.

Communicative Activities. The following recommendations are made:

1. Publish a monthly house organ and distribute to all professional personnel.

2. Distribute the agency's monthly newsletter to professional staff members.

3. Distribute the published proceedings of meetings of the Administrator's Advisory Council to all professional employees.

4. Distribute the published proceedings of meetings of the five divisional advisory committees to all professional personnel.

5. Publish and distribute a policy manual.

6. Publish and distribute a staff manual.

7. Publish and distribute to all professional staff the annual report of the service agency. The annual report should include information on all major activities and programs of the agency.

8. Plan frequent meetings, perhaps biweekly, of each division of the agency.

9. Plan several general meetings, perhaps quarterly, of the entire staff.

These and other related activities should bring about improved internal communication. To be certain, other recommendations alluded to elsewhere in this chapter could be added to the above list. For example, weekly meetings of the Administrative Cabinet will do much to improve communication among the key administrative staff members of the agency.

Planning Activities

One of the most important functions of the administrative staff of RESA No. X is that of planning. Good planning, as a management tool, should improve the analysis of alternative courses of action so that the processes of selecting alternatives are better guided toward long-range goals. It should show the immediate and long-range budgeting implications of alternative actions. It should outline objectives in advance in order to increase the ability of the unit to give careful analysis to priorities and strategies.

The planning process can be described as research, goal-setting, and plan formulation.

The values of planning are many. Chief among these are the following:

1. The planning process should provide a management tool to guide administrative action to implement priorities and policies.

2. The planning process should better coordinate the elements of the program being planned as well as improve the coordination of the program with other programs outside the scope of the plan.

3. The planning process should provide the best information and the most competent skills available for each step of the decision-making process.

A number of planning models have been developed for the assistance and guidance of educational planners. One of the most useful of these is that offered by Johnson.[1] As shown in Figure 23, Johnson has identified six stages or cycles in the planning process: forecast; operations research; operations simulation; long-range planning; decision; and research and development programs, operations and information. The relationships of each of the six stages to each other are also shown in the figure.

A great number of other planning models have, of course, been developed. Typically, the following stages are included in the planning process:

1. Organization for planning.

2. Development of a planning strategy.

3. Assessment of educational needs.

4. Establishment of the goals and objectives for planning.

5. Formulation of alternative approaches to meeting the goals and objectives previously stated.

6. Selection of the best alternative.

7. Translation of the plan into an action program.

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[1] E. A. Johnson "The Use of Operations Research in the Study of Very Large Systems," Systems: Research and Design, Donald P. Eckman (ed.) (New York: John Wiley & Sons, Inc., 1961), p. 85.

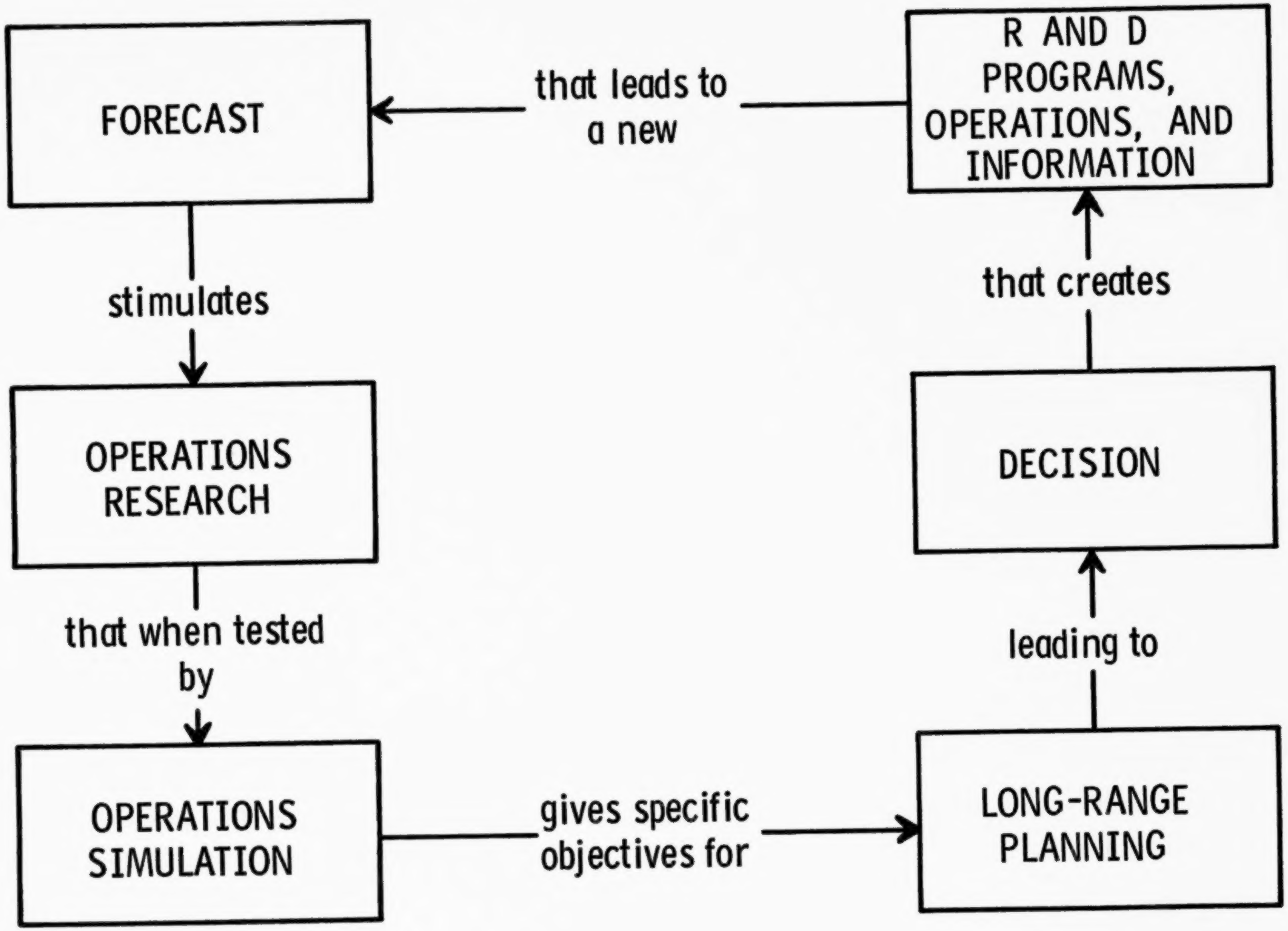
FORECAST
stimulates
OPERATIONS RESEARCH
that when tested by
OPERATIONS SIMULATION
gives specific objectives for
LONG-RANGE PLANNING
leading to
DECISION
that creates
R AND D PROGRAMS, OPERATIONS, AND INFORMATION
that leads to a new

FIGURE 23

THE PLANNING CYCLE

Planning Tools. Educational governing boards, administrators, and researchers are faced with the task of planning, executing the plan, and evaluating progress against the plan to assure that it is sufficient to meet all necessary commitments and responsibilities.

In the past, it has been difficult to look far enough into the future to determine whether progress is sufficient to meet planned schedules several months or years away. In many cases, although the planning has been done to the best judgment of planners, unforeseen and critical problems suddenly appear. Progress of the project is often impaired and hasty decisions are often made.

Frequently, decisions made under these conditions prove to be incorrect or inadequate. This may not be due to a lack of management ability, but rather to a lack of appropriate planning tools. The obvious conclusion is that improved planning tools have become an absolute necessity for effective administration in a modern complex organization.

Since the planners' objective is to plan for meeting and solving future problems, it is essential that tools be developed which will indicate these problem areas in sufficient time to permit solutions of the problems before they affect progress.

A tool has recently been developed to alleviate the planners' control difficulties. It is called PERT - - Program Evaluation and Review Technique. The technique has received widespread attention in government, the defense industry, and business. It now appears that there also is widespread possibilities for application of PERT in educational planning. Activities such as school construction, research projects, and budget planning can benefit by the application of this management control technique.

These new techniques have several distinguishing features:

1. They give management the ability to plan the best possible use of resources to achieve a given goal within overall time and cost limitations.

2. They enable executives to manage "one-of-a-kind" programs as opposed to repetitive production situations.

3. They utilize what is called the "time network analysis" as a basic method of approach and as a foundation for determining manpower, material, and capital requirements.[1]

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[1] Robert W. Miller, "How to Plan and Control With PERT," Harvard Business Review (March-April, 1962), p. 93.

There are many advantages to the use of PERT as a planning tool. One of the major advantages of PERT is that the kind of planning required to create a valid network represents a major contribution of the definition and ultimate successful control of a major complex problem. The planning portion of PERT frequently will reveal problem areas that are left uncovered by conventional planning methods. The creation of the network itself is a demanding task and is an indicator of an organization's ability to visualize the number, type, and sequence of activities required to execute a complex program.

A second advantage of PERT is that the common language feature allows a large amount of data to be presented in a highly ordered fashion. Further, it may be said that PERT represents the advent of the management-by-exception concept in an area of planning and control where this principle had not existed previously with any true degree of validity. An additional benefit of the common language feature is that many individuals in different locations of organizations can easily determine the specific relationship of their individual efforts to the total project.

In summary, PERT may be thought of as an integrated effort to better control through management by exception. It is not intended to seek an optimum solution to time-cost relations nor does it claim to be the most perfect system. Its prime importance and use is the logical thinking procedure that must be undertaken prior to the actual PERT analysis. The technique forces a total plan into the planning process rather than a segmented approach.

There is considerable evidence of indirect or intangible savings accrued through the use of PERT. The drawing and verification of the network itself implies that all parties agree on the sequence, benchmark standards, and interdependency of events. This agreement insures effective communication and coordination. Many top management executives believe this coordination in itself is a profitable contribution to more effective management through Program Evaluation and Review Technique.[1]

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[1] E. Robert Stephens, A PERT Network Analysis for The Area Vocational School (Iowa Center for Research in School Administration, University of Iowa, Iowa City, Iowa, 1966), pp. 5-6.

IV. PROPOSED LOCATION AND OPERATION OF SERVICE CENTERS

One of the criterion recommended in this report for the establishment of multi-county regional educational service agencies is that the service center or centers of the agency be located within a one-hour driving time of the local school districts in the area served. This criterion was recommended to insure that the programs and services of the agency are both physically and operationally accessible to constituent districts in order that greater utilization of the services might be promoted, and in order that the travel time of the personnel of the agency be reduced to a practical level.

It is therefore recommended that Regional Educational Service Agency No. X establish a central service center at Cedar Rapids which would be within a one-hour driving time, or approximately 50 miles, of all 41 local school districts in the unit, and a smaller staffed subcenter at Iowa City.

As shown in Figure 24, the service center at Cedar Rapids would essentially serve local school districts in Benton, Linn, and Jones Counties, and the northern part of Cedar County, while the subcenter at Iowa City would essentially service local districts in Iowa, Washington, and Johnson Counties, and the southern portion of Cedar County.

The staff composition of both service centers should vary. For example, consultants and specialists in areas in which there is but one should be housed at the central office facility in Cedar Rapids. In other areas where there are multiple specialists, for example, hearing clinicians, a number of specialists could be housed at both the central office and the Iowa City subcenter.

The establishment of two service centers offers many advantages, chief among which are the following:

1. It would permit some specialists to be within approximately a 30-minute driving time, or 25 miles, of each local school district.

2. It would facilitate cooperative action between RESA No. X and The University of Iowa regarding possible joint employment of personnel and joint use of facilities in some specialized clinical areas such as speech and hearing, reading, library, guidance and counseling, vision and other areas of special education, and elementary and secondary education.

3. The distance and travel time between the two centers is relatively short; thus the assignment of some personnel to both centers on a part-time basis is easily accommodated.

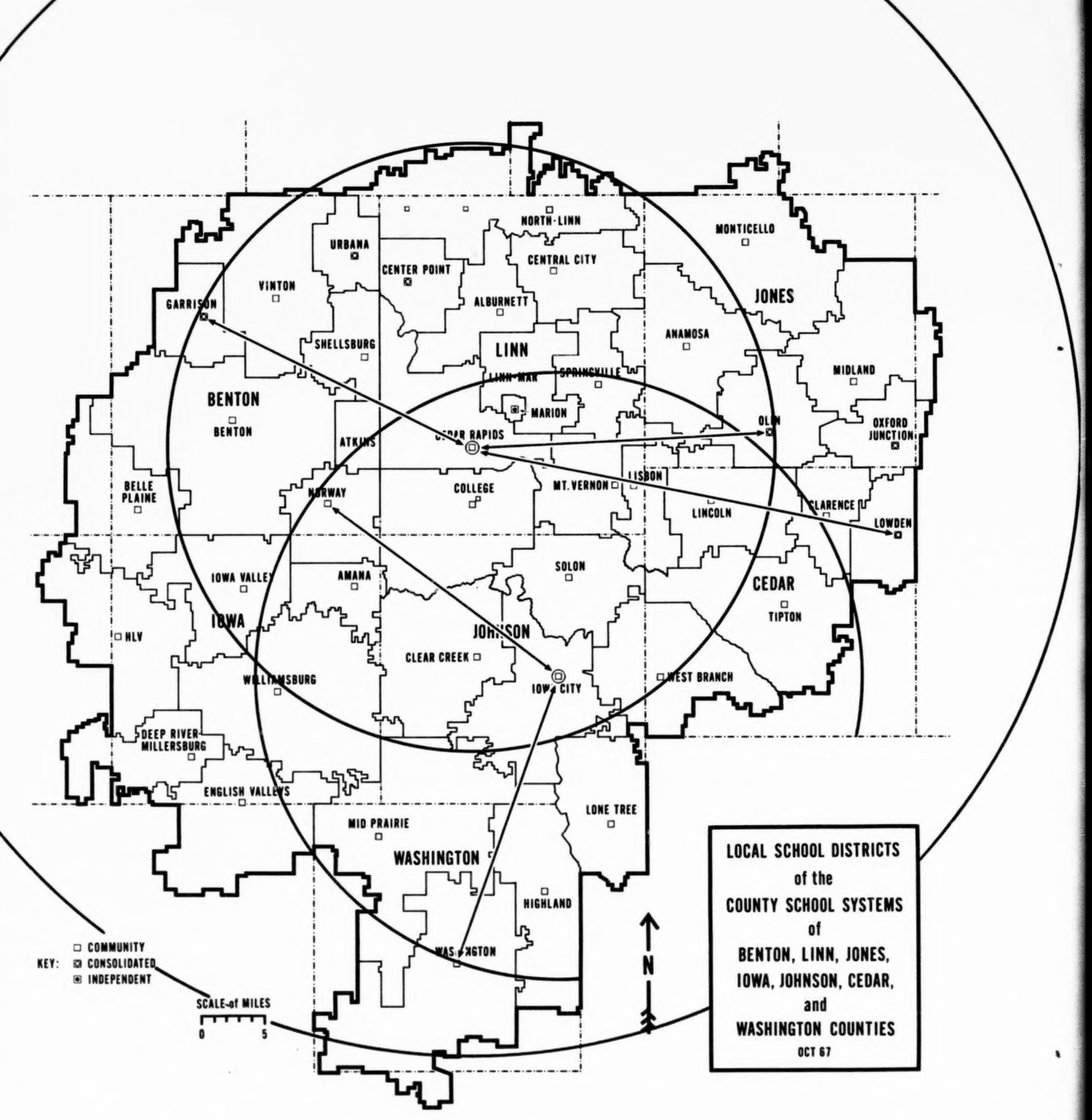
NORTH-LINN
MONTICELLO
URBANA
CENTER POINT
CENTRAL CITY
VINTON
GARRISON
ALBURNETT
JONES
SHELLSBURG
LINN
ANAMOSA
LINN-MAR
SPRINGVILLE
MIDLAND
BENTON
MARION
BENTON
OLIN
OXFORD JUNCTION
ATKINS
CEDAR RAPIDS
LISBON
BELLE PLAINE
NORWAY
COLLEGE
MT. VERNON
LINCOLN
CLARENCE
LOWDEN
IOWA VALLEY
AMANA
SOLON
CEDAR
TIPTON
IOWA
HLV
JOHNSON
CLEAR CREEK
WILLIAMSBURG
IOWA CITY
WEST BRANCH
DEEP RIVER-MILLERSBURG
ENGLISH VALLEYS
LONE TREE
MID PRAIRIE
WASHINGTON
HIGHLAND
WASHINGTON
KEY:
COMMUNITY
CONSOLIDATED
INDEPENDENT
SCALE of MILES
0
5
N
LOCAL SCHOOL DISTRICTS
of the
COUNTY SCHOOL SYSTEMS
of
BENTON, LINN, JONES,
IOWA, JOHNSON, CEDAR,
and
WASHINGTON COUNTIES
OCT 67

FIGURE 24

PROPOSED LOCATION OF SERVICE CENTERS FOR REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

Close coordination between the two service centers is essential. It is therefore recommended that the Iowa City center be administered by a staff member holding the equivalent rank of director or above.

The establishment of two service centers does not preclude the housing of some specialized personnel in local school district facilities.

The underlying philosophy of the service agency requires that both service centers be easily accessible to personnel of constituent local districsts. This commitment requires that the service centers be open during after-school hours as necessary to meet the needs of patrons.

V. THE ADMINISTRATOR'S ADVISORY COUNCIL AND DIVISIONAL ADVISORY COMMITTEES

The multi-county regional educational service agency has as its primary responsibility the provision of programs and services to constituent local school districts. This is its raison d'etre. Although the service unit performs certain ministerial and regulatory functions for the state education agency, these are secondary to the agency's primary objective. Further, the programs and services of the regional service agency should be reviewed and evaluated on a periodic, systematic basis to determine changing needs and the effectiveness of current programs to local school districts.

For these and other pragmatic as well as philosophical reasons, it is crucial to the success of the multi-county unit that close cooperation, coordination, and joint planning be done with constituent local school districts and that a structure be built into the operations of the service unit to expedite and facilitate the involvement of local school district personnel in the planning of programs and services.

It is, therefore, recommended that a general advisory council and other special advisory groups be established. The major role and function of the council and advisory committees and the recommended organizational features of these groups are discussed.

The Role and Function of the Administrator's Advisory Council

The primary role and function of the Administrator's Advisory Council, the general advisory committee for the service unit, shall be to advise and counsel the administrative personnel of RESA No. X on the programs and services of the unit which are provided to local school districts.

In fulfillment of this objective, the advisory council should engage in the following activities:

1. Assist in the evaluation of existing programs and services.

2. Recommend new programs and services.

3. Serve as a communication link between the service unit and local school districts and the region.

4. Provide guidance and assistance to the staff of the service unit in long-range planning and development.

It is to be noted that the advisory council does not in any way usurp any of the prerogatives of the administrative staff or of the governing board of the service unit. The proposed role and function of the advisory council does not include legislative or administrative responsibilities.

Organizational Features of the Administrator's Advisory Council

Establishment. The authority to establish an advisory council should be stipulated in a policy statement of the board of education. The implementation of the policy should rest with the chief administrative officer of the board.

Membership. The Advisory Council should be composed of the superintendents of local school districts. Ex officio and non-voting membership on the Advisory Council shall be granted to all elementary and secondary principals in constituent local districts.

Officers. The Advisory Council should have a chairman elected by the Council, and an elected vice-chairman to serve in the absence of the chairman. The term of office of these two officers should be for one year with reelection permissible. The superintendent of RESA No. X should serve as the secretary of the Advisory Council.

Meetings. The Advisory Council should hold regular meetings on a quarterly basis. It is recommended that regular meetings be scheduled on the first Monday in September, December, March, and June of each year. Special meetings may be called by the secretary after notification has been given in writing to the chairman of the Advisory Council. The secretary, with the advice and counsel of the chairman, should be responsible for the development of the agenda for regular and special meetings of the Advisory Council.

Committees. The chairman should be empowered to name special *ad* hoc committees as he deems necessary. Membership on such committees should not be restricted to members of the Advisory Council.

The Role and Function of Divisional Advisory Committees

In addition to the local school district Administrator's Advisory Council, it is recommended that advisory committees be established for each of the five divisions of the service unit--Division of Administrative and Staff Personnel Services, Division of Instructional Services, Division of Special Education Services, Division of Pupil Personnel Services, and Division of Research and Development.

The role and function of divisional advisory committees is similar to that of the general advisory committee, namely:

1. Assist in the evaluation of the existing programs and services offered by the division.

2. Recommend new programs and services for the division.

3. Serve as a communications link between the service unit and local school districts and the region.

4. Provide guidance and assistance in long-range planning and development.

As was true of the Administrator's Council, the divisional advisory committees have no administrative or legislative responsibilities. Rather, their function is to offer advice and counsel to personnel of the service unit.

Organizational Features of the Divisional Advisory Committee Establishment

The authority to establish divisional advisory committees should be stipulated in a policy statement of the board of education. The implementation of the policy should rest jointly with the chief administrative officer of the service unit and the director of the division.

Membership. It is recommended that each divisional advisory committee be composed of twenty professional staff members of constituent local school districts selected by the director of the division for a one-year term with reappointment possible. In the selection of members the following factors should be given equal consideration:

1. A need for balance in representation of members from local school

districts of various enrollment sizes.

2. A need for balance in representation of members from elementary and secondary levels.

3. A need for balance in representation of members from classroom teachers and supervisory or administrative levels.

4. A need for representation of members of non-public elementary and secondary school staffs for those programs which are financed in part or in whole with federal funds.

Officers. Each of the divisional advisory committees should have a chairman elected by the committee, and an elected vice-chairman to serve in the absence of the chairman. The term of office of these two officers should be for one year with reelection permissible. The directors of the five divisions should serve as the secretary of the divisional advisory committees.

Meetings. The five divisional advisory committees should hold two regular meetings during the academic school year. It is recommended that these sessions be held on the first Monday in October and February. Special meetings may be called by the directors of each division for his division after notification has been given in writing to the chairman of the divisional advisory committee.

The secretary, with the advice and counsel of the divisional chairman, should be responsible for the development of the agenda for regular and special meetings.

Committees. The chairman of each divisional advisory committee should be empowered to name special ad hoc subcommittees as he deems necessary. Membership on such committees should not be restricted to members of the divisional advisory committee.

The fourth factor mentioned in connection with the composition of membership on divisional advisory committee, recognition of membership from non-public elementary and secondary schools, should be of special significance in the development of ad hoc subcommittees.

Communications Between the Advisory Committee

It is important that close coordination and communication exist between the Administrator's Advisory Council and the five divisional advisory committees. The following activities and recommendations will do much to bring about the desired coordination between these groups:

1. The proceedings of all meetings of the Administrator's Advisory Council should be published and submitted to all members of divisional advisory committees. Conversely, the proceedings of the two regular and other special meetings of the divisional advisory committees or ad hoc subcommittees should be made available to members of the Advisory Council.

2. The five chairman of divisional advisory committees should be invited to attend meetings of the Advisory Council and the chairman or vice-chairman of this group should be invited to attend one or more sessions of the divisional advisory committees.

3. The scheduling of the regular meetings of the five divisional advisory committees simultaneously will facilitate communication between these groups. Provision should be made for a general session for all five committees during regular meetings.

4. Coordination and communication between the Administrator's Advisory Council and divisional advisory committees is also facilitated in that staff members of the service unit serve as secretaries of these groups.

Provision for the type of coordination and communication which would result from the recommendations cited above will maximize the work of both types of advisory groups.

CHAPTER XVI

GUIDELINES FOR THE DEVELOPMENT OF PROGRAMS AND SERVICES, STAFFING NEEDS, AND SPECIAL EQUIPMENT REQUIREMENTS FOR REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

I. INTRODUCTION

It is the purpose of Chapter XVI to recommend guidelines for the development of programs and services for Regional Educational Service Agency No. X. The discussion is centered around the following topics: recommended philosophical guidelines for the development of the program mix and for establishing priorities; discussion of the development of programs in five areas, including for each a brief statement of the need, recommended guidelines, and guidelines for the long-range development and short-range development of the programs and services, giving staffing and special equipment requirements; and guidelines for the evaluation of programs and services.

Guidelines for Programs and Services

The recommended programs and services have been categorized into five arbitrary classifications. These are:

1. Administrative and staff personnel programs and services.
2. Instructional programs and services.
3. Student personnel programs and services.
4. Special education programs and services.
5. Research and development programs and services.

In presenting recommendations for the development of programs and services, long-range and short-range procedures are identified. This serves to establish priorities in the program mix which should be considered by the governing board and administrative staff of RESA No. X. The programs which are considered most essential are given preference in short-range development; that is, during the first three years of operation of the service unit.

The recommendations for programs and services in each area are based on one or more of the following considerations:

1. The characteristics of local school districts and other educational agencies in the seven county school systems, the region, and the state.

2. The needs of local school districts and other educational agencies in the seven county school systems.

3. The perceived role and function of the regional educational service agency in the state system of public education.

4. Student population requirements, accepted incidence ratios, and accepted staffing ratios necessary to provide an efficient and economical base for the recommended programs and services.

Unless otherwise stipulated, the programs and services to constituent local school districts are intended for local public school districts only. Further, unless otherwise stipulated, the programs and services are to be offered without charge to local school districts. Participation by constituent local school districts is, of course, to be voluntary in nature.

It is to be emphasized that the recommended program mix in each of the five categories is not to be considered as final or complete. Rather, the programs and services which are proposed do provide the governing board and administrative staff of RESA No. X with a framework around which a comprehensive service program can be developed, exemplifying the vital role which the service unit can play in the provision of elementary and secondary education in the seven-county area.

Guidelines for Staffing Requirements

The staffing requirements needed in order to permit efficient and effective operation of the programs and services recommended for RESA No. X are based on one or more of the following considerations.

1. Student population requirements, accepted incidence ratios, and accepted staffing ratios necessary to provide an efficient and economical base for the educational programs and services.

2. Certain basic assumptions concerning the role and function of staff personnel of the regional unit.

3. Certain decisions or perceptions concerning the role and function of staff personnel of the regional unit.

4. Certain administrative and organizational concepts and principles commonly accepted in the professional literature.

The recommended optimum staffing ratios for RESA No. X are shown in Table 95. It should be noted that because of limitations of human or financial resources or because of administrative considerations, these optimum staffing ratios were not always strictly adhered to in the long-range and short-range planning guidelines which follow.

Further, this discussion excludes consideration of the administrative staffing requirements which were presented in Chapter XV. In this regard, it was recommended that a director for each of the five program areas be employed during the first year of operation of RESA No. X to administer the divisions. The major emphasis of the divisional directors initially should be devoted to the planning of the proposed programs and services of their respective divisions.

Guidelines for Special Equipment Requirements

Special equipment will be required in the provision of many of the programs and services recommended. Special equipment is considered to be major equipment needed for the operation of a program or service. No attempt is made to identify the general types of equipment which will be needed.

TABLE 95

OPTIMUM STAFFING RATIOS (FULL-TIME EQUIVALENCY)
REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

	Professional Staff	Non-Certificated Staff
A. Division of Administrative and Staff Personnel Programs and Services		
1. Divisional Director	1.0	1:1 secretarial ratio
2. Consultant, Administrative and Business Management Services	1.0	secretarial/clerical pool
3. Consultant, School Building and Site Services	1.0	0.5:1 secretarial ratio
4. Data Processing Services		
a. Coordinator	1.0	secretarial/clerical pool
b. Assistant Coordinator	1.0	secretarial/clerical pool
c. Educational Consultant	1.0	secretarial/clerical pool
d. Systems Analysts		3.0
e. Manager of Operations		1.0
f. Computer/Machine Operators		2.0
g. Programmers		5.0
h. Keypunch Operators		2.0
i. Accountant		1.0
j. Secretary		3.0

TABLE 95 (Continued)

	Professional Staff	Non-Certificated Staff
5. Public Information Services	1.0	1:1 secretarial ratio
6. Cooperative Purchasing Program		
a. Coordinator	1.0	
b. Secretary		1:1 secretarial ratio
c. Driver/Warehouseman		1.0
7. Coordinator, In-Service Programs for Professional Personnel	1.0	secretarial/clerical pool
8. Coordination, In-Service Programs for Non-Certificated Personnel	1.0	secretarial/clerical pool
9. Services for the State Department of Public Instruction		2.0
B. Division of Instructional Programs and Services		
1. Divisional Director	1.0	1:1 secretarial ratio
2. Assistant Director	1.0	1:1 secretarial ratio
3. Educational Media Center		
a. Coordinator	1.0	1:1 secretarial ratio
b. Assistant Coordinator	1.0	1:1 secretarial ratio
c. Specialist, Educational T.V. and Broadcasting	1.0	
d. Specialist, Audio-Visual Services	1.0	
e. Specialist, Library Services	1.0	
f. Specialist, Production Services	1.0	
g. Graphic Arts		1.0
h. Printer		1.0
i. Drivers		2.0
j. Clerks		6.0
k. Accountant		1.0
l. Secretary		1.0
4. Curriculum Consultant Services		
a. Coordinator	1.0	1:1 secretarial ratio
b. Consultants, Elementary Language Arts, Social Studies, Mathematics and Science	1:200 teachers	1:6 secretarial ratio

TABLE 95 (Continued)

	Professional Staff	Non-Certificated Staff
c. Consultants, Secondary Language Arts, Social Studies, Mathematics, and Science	1:200 teachers	1:6 secretarial ratio
d. Consultant K-12, art, music, library science, foreign language, homemaking, industrial arts, physical education, business education, and driver education	1.0 per curricular area	1:6 secretarial ratio
5. Outdoor Education Program	1.0	0.5:1 secretarial ratio
6. Health Consultant Services		
a. Coordinator	1.0	secretarial/clerical pool
b. Consultants	3.0	0.5:3 secretarial ratio
7. Visiting Teacher Program	1:15,000 students	1:5 secretarial ratio
C. Division of Student Personnel Programs and Services		
1. Divisional Director	1.0	1:1 secretarial ratio
2. Consultant, Student Personnel Services	1:1,000 teachers	1:4 secretarial ratio
D. Division of Special Education Programs and Services		
1. Divisional Director	1.0	1:1 secretarial ratio
2. Assistant Director	1.0	1:1 secretarial ratio
3. Consultant, Programs for Educable Mentally Retarded Children	1.0	secretarial/clerical pool
4. Programs for Trainable Mentally Retarded Children		
Coordinator	1.0	1:1 secretarial ratio
Teachers	*	secretarial/clerical pool

TABLE 95 (Continued)

	Professional Staff	Non-Certificated Staff
5. Work-Study Programs		
Coordinator	1.0	1:1 secretarial ratio
On-the-job Training Supervisor	*	secretarial/clerical pool
6. Programs for Emotionally Disturbed Children		
Coordinator	1.0	1:1 secretarial ratio
Teachers	*	secretarial/clerical pool
7. Psychological Services		
Coordinator	1.0	1:1 secretarial ratio
Psychologists	1:5,000 students	1:4 secretarial ratio
8. Programs for Physically Handicapped Children and Children With Special Health Problems		
Coordinator	1.0	1:1 secretarial ratio
Teachers	*	secretarial/clerical pool
Physical Therapist	1:15,000 students	secretarial/clerical pool
9. Consultant, Programs for Exceptional Children of Pre-School Age	1.0	1:1 secretarial ratio
10. Homebound Instruction Programs	1:15,000 students	1:5 secretarial ratio
11. Consultant, Programs for Gifted Children	1.0	secretarial/clerical pool
12. Programs for Partially-Sighted and Blind Children		
Coordinator	1.0	0.5:1 secretarial ratio
Teachers	*	secretarial/clerical pool
13. Programs for Hard-of-Hearing and Deaf Children		
Coordinator	1.0	1:1 secretarial ratio
Hearing Clinicians	1:9,000 students	1:6 secretarial ratio
Audiometrists	1:15,000 students	
14. Programs for Speech Handicapped Children		
Coordinator	1.0	1:1 secretarial ratio
Speech Clinicians	1:2,400 students	1:10 secretarial ratio

TABLE 95 (Continued)

	Professional Staff	Non-Certificated Staff
15. School Social Work Services		
Coordinator	1.0	1:1 secretarial ratio
Social Workers	1:3,000 students	1:4 secretarial ratio
16. Consultants, Programs for Children With Specific Learning Disabilities	1.0	secretarial/clerical pool
E. Division of Research and Development Programs and Services		
1. Divisional Director	1.0	1:1 secretarial ratio
2. Consultant, Administrative and Business Management	1.0	0.5:1 secretarial ratio
3. Consultant, Staff Personnel	1.0	0.5:1 secretarial ratio
4. Consultant, Curriculum and Instruction	1.0	0.5:1 secretarial ratio
5. Consultant, Student Personnel	1.0	0.5:1 secretarial ratio
6. Consultant, Special Education	1.0	0.5:1 secretarial ratio

* Based on statutory provisions contained in Section 257.25 and 281.3, Code of Iowa, 1966 and Chapter 12, Iowa Departmental Rules, 1966.

II. PHILOSOPHICAL GUIDELINES FOR THE DEVELOPMENT OF PROGRAMS AND SERVICES AND GUIDELINES FOR ESTABLISHING PRIORITIES

Philosophical Guidelines

In Chapter IX, six recommended philosophical guidelines under which the programs and services of regional educational service agencies should be developed were offered to provide guidance to educational decision-makers of regional units as the specific program mix for each unit is determined. These were:

1. Regional educational service agencies should provide direct educational services for any local school district unable to provide these services efficiently, effectively, and economically.

2. All service programs should be developed to meet the needs of the area served, based on detailed study and analysis.

3. Each regional educational service agency should develop its own pattern of programs and services reflecting the needs of its constituent local school districts and community. Efforts should be made to guard against a fixed pattern or scope of services which all regional agencies in the state shall provide.

4. The services of the regional educational service agencies should be highly specialized, coordinated with other educational agencies, and never duplicating other operations in the state school system. The rationale underlying the allocation of functions among legal and quasi-legal educational agencies should be determined according to the criterion of which agency or level of school government can best perform each service.

5. The services of regional educational service agencies should be physically and operationally accessible to constituent local school districts and to the community served.

6. The programs and services of regional educational service agencies should be reviewed and evaluated on a periodic, systematic basis to determine changing needs and the effectiveness of current programs. Constituent local school districts should play a major role in these processes.

It was emphasized that the six guidelines were to be viewed as universal in nature and that there was a clear need for the adoption of more specific guidelines appropriate for each unit in the state.

The recommended programs and services of Regional Educational Service Agency No. X which are discussed in succeeding sections of this chapter adhere to the philosophical guidelines listed above. More specifically, recognition was given to the following key concepts contained in the philosophical guidelines:

1. Provide direct educational services for districts unable to provide services efficiently, effectively, and economically. (For supportive data refer to Chapters VII, VIII, IX, XI, and XIV.)

2. Service programs should be developed to meet the needs of the area served, based on detailed study and analysis. (For supportive data refer to Chapters VII, IX, XI, and XIV.)

3. The services of the regional unit should be highly specialized, coordinated with other educational agencies, and never duplicating other operations in the state system. The rationale underlying the allocation of functions among legal and quasi-legal educational agencies should be determined according to the criterion of which agency or level of school government can best perform each service. (For supportive data refer to Chapters VII, IX, and XVI.)

4. The services of regional educational service agencies should be physically and operationally accessible to constituent local school districts and to the community served. (Refer to the discussion of the location of service centers and related matters included in Chapter XV.)

5. The programs and services of regional educational service agencies should be reviewed and evaluated on a periodic, systematic basis. Constituent local school districts should play a major role in these processes. (Refer to the discussion of the role of the Administrator's Advisory Council and divisional advisory committees and related matters included in Chapter XV.)

In addition to a firm commitment to the above philosophical guidelines for the determination of the program mix of Regional Educational Service Agency No. X, five additional guidelines are recommended. Essentially these relate to the transition of programs and services of the several single-county school systems to a multiple-county school system. The additional guidelines proposed are:

1. That the existing programs and services of the several counties, particularly in the field of special education, be continued for at least two complete school years after the legal merger of the several counties.

2. That decisions concerning the continued employment of existing personnel of the several counties be greatly influenced by the timing of the

formal decision of the several county boards of education to merge. While greater and more efficient utilization of personnel is an important consideration, it is nonetheless recommended that basic and fundamental changes be made in existing staff organizations for the 1968-69 school year only if a formal decision to merge the county units is reached prior to January 1, 1968.

3. That one of the primary concerns of the newly created governing board and staff of the regional agency during its initial year of operation should be directed toward the improvement of existing programs and services of the several county school systems.

4. That one of the primary concerns of the newly created governing board and staff of the regional agency during its initial year of operation should be directed toward the development of long-range plans and the step-by-step implementation of a "master plan."

5. That the programs and services offered by RESA No. X must be consistent with the perceived role and function of regional educational service agencies in the state system of education.

Guidelines for Establishing Priorities

In the operation of RESA No. X the question of establishing priorities for the allocation of available human and financial resources of the unit is important. In order to aid the governing board and staff of the service unit, certain guidelines for the determination of priorities are offered. It is recommended that the following criteria be considered in determining priorities:

1. The needs of local school districts.
2. The cruciality of the needs of local school districts.
3. The potential for the improvement of education.
4. The equalization of educational opportunity.
5. The number of students and school districts to be served.
6. The efficient and economic use of human resources of constituent local school districts and of the service unit.
7. The efficient and economic use of financial resources of constituent local school districts and of the service unit.
8. The degree of compatibility with the philosophy of the service unit.

9. Existing or potential availability on a comparable level through another educational agency.

10. The evaluation of existing programs and services.

In the implementation of the priorities, certain procedures should be followed by the governing board and staff of RESA No. X. First, it is essential that pertinent information related to a program or service under consideration be available. Second, it is important that the program or service in question be viewed not in isolation or in contrast to one or two other specific programs or services, but rather, in relation to the total program mix of the service agency. If these cautions are followed the ten guidelines should serve as a valuable test of fit.

The above guidelines were used in determining priorities for the recommended programs and services to be developed initially by RESA No. X, which are identified in the following discussion of short-range program development.

III. ADMINISTRATIVE AND STAFF PERSONNEL PROGRAMS AND SERVICES

A Brief Statement of the Need

A large number of administrative and staff personnel programs and services are required in the effective operation of an educational institution.

Many of the constituent local school districts of RESA No. X are unable to provide these services adequately because of limited financial or human resources. RESA No. X can be instrumental in providing many of these supportive services resulting in the improvement of educational programs of the districts as well as better use of financial and human resources.

Administrative and Business Management Consultant Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide financial and business management consultant services to local school districts such as preparation of the budget, accounting procedures, cost studies, long-range financial planning, and other financial and business management functions.

2. Provide consultative services to local school districts for food services, transportation programs, custodial and maintenance programs, and other administrative functions.

3. Provide consultant services to local school districts for policy development and the development of administrative rules and regulations.

4. Provide legal consultative services to local school districts.

5. Provide consultant services for federal program participation.

Long-Range Development. It is recommended that these consultant services be developed around the above guidelines as soon as possible. It is anticipated that the program will eventually require one full-time coordinator. The coordinator should be able to draw upon the entire staff and outside consultant services for assistance, particularly for the provision of legal consultant services for local districts. No special equipment requirements are anticipated.

Short-Range Development. Initially the coordinator of this service could be expected to be employed half-time. Operational procedures must be developed to guide the consultant in the establishment of priorities of services to local school districts. In this regard, the guidelines for determining priorities presented in the first part of this chapter should be utilized.

In-Service Programs for Members of Boards of Education and for Board Secretaries and Treasurers

Recommended Guidelines. It is recommended that RESA No. X:

1. Develop in-service programs for members of boards of education and for secretaries and treasurers of boards of education through the sponsorship of workshops, institutes, conferences, and short courses.

2. Schedule activities relating to the orientation of board members and board officers following election to the office or appointment to the position. Other activities should be scheduled at a time of maximum utility and convenience to the participants.

3. Hold regional meetings when possible.

4. Coordinate in-service programs with other regional and state professional and special interest organizations and associations.

5. Plan in-service programs for an extended period, for example, three years.

6. Allocate sufficient financial resources to conduct a comprehensive and sophisticated in-service program.

Long-Range Development. It is suggested that the programs encompassing the above guidelines be developed as feasible. These programs should be supervised by the director of the division. Other members of the administrative staff of RESA No. X will actively participate in these functions. Outside consultants should be utilized when possible. No major allocation for special equipment is anticipated as the resources of the educational media center can be utilized.

Short-Range Development. It is recommended that these services be established as quickly as possible. Efforts to secure the evaluative reactions of the participants should be developed. These will give direction to the on-going planning of programs.

School Building and Site Consultant Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide building consultant services to local school districts including evaluation of existing facilities, preliminary studies and surveys of building needs, and development of educational specifications.

2. Provide legal advice for school building programs including financial considerations, bond retirement schedules, and similar legal consultation.

3. Provide consultant services for site selection.

4. Assist school districts in the development of long-range planning.

Long-Range Development. It is suggested that consultant services be developed around the above guidelines as soon as possible. It is anticipated that the program will eventually require the services of one full-time coordinator and one half-time secretary. The coordinator should be able to draw upon the entire staff and outside consultant services for assistance. No special equipment requirements are anticipated.

Short-Range Development. For the immediate future the coordinator of this service could be expected to be employed half-time in this area. It is anticipated that the services of the coordinator will be in high demand. A system must be developed to guide the coordinator in the establishment of priorities of services to constituent local school districts. The guidelines offered in the beginning of this chapter should be utilized.

School District Reorganization Consultant Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide consultant services to local school districts in school district reorganization activities including building and educational program evaluations, financial and enrollment projections, legal advice, and related matters.

2. Prepare printed materials, at the request of local districts, for use in school district reorganizations.

3. Serve as a resource person for lay advisory committees with the approval of the local school districts.

4. Provide orientation programs for newly elected boards of reorganized districts.

Long-Range Development. It is recommended that these consultative services be developed around the above guidelines as soon as possible. The services should be supervised by the director of the division. Other members of the administrative staff and personnel will actively participate in the program. The use of outside consultants is recommended for some aspects of the program. No special equipment needs are anticipated.

Short-Range Development. In the performance of these services, care must be exercised in maintaining distinction between the consultative service, on the one hand, and the ministerial function which may be undertaken on behalf of the State Department of Public Instruction, on the other. It is felt that these roles need not be incompatible if discretion is exercised at all times.

Data Processing Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide pupil accounting data processing services for constituent local school districts such as scheduling, school census, attendance reporting, grade reporting, and test scoring and analysis, on a cost basis.

2. Provide administrative and financial data processing services for constituent local school districts such as payroll accounting, budget control, purchasing, property accounting, and transportation scheduling, on a cost basis.

3. Provide data processing services for its own internal operations and programs and services such as teacher certification and statistical reporting services for the State Department of Public Instruction, programs of the educational media center, and research programs.

Long-Range Development. It is recommended that a data processing center be established as soon as feasible. It is anticipated that the following staff requirements will eventually be needed: a coordinator, an assistant coordinator, an educational consultant, three systems analysts, a manager of operation, two computer/machine operators, five programmers, two keypunch operators, an accountant, and three secretaries.

Provision of the above services will require large-scale computer capability. This could be provided through agreement with a large centralized computer center such as that at The University of Iowa, or RESA No. X could install its own computer, through a rental-purchase agreement. In addition, input/output terminals should be installed in each local school district and attendance centers, as needed.

Short-Range Development. A feasibility study to determine the specific needs and requirements of local school districts and RESA No. X should be completed in the first year of operation of the unit. A full-time coordinator of the data processing center should be employed to complete the feasibility study and plan for the implementation of the program. An integral part of the feasibility study should be the study of potential cooperative action between RESA No. X and the Area X Community College, the Iowa Educational Information Center, University of Iowa, and other institutions in the area having computer installations. Outside consultants should be retained to assist in the design of the study and make recommendations on the findings of the study.

In addition to conducting a feasibility study and planning the implementation of the findings, the coordinator should prepare a proposal to secure federal monies to establish a center, of the type recommended in the feasibility study, under Title III, Elementary and Secondary Education Act of 1965. A full-time secretary should be employed during the first year to assist the coordinator in his initial activities.

If a comprehensive center is established, the recommended order of priority of development of services is as follows:

1. Internal operations and services of RESA No. X.

2. Pupil accounting services for local school districts.

3. Administrative and financial services for local school districts.

Public Information Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Establish a public information service for constituent local school districts, and public education generally, through the utilization of newsletters, bulletins, brochures, and other materials.

2. Maintain a news clipping service for constituent local school districts.

3. Assist local school districts in the preparation of printed and visual public information materials.

4. Provide liaison services for local school districts and the news media in the area served.

5. Compile a file of persons in the area qualified to speak on educational topics, and a file of educational consultants for use by local school districts.

Long-Range Development. It is recommended that the services encompassed in the above guidelines be developed as feasible. These services should be supervised by the director of the division. It is anticipated that eventually a public information officer and a full-time secretary will be required. When the position is staffed with a full-time coordinator, the responsibility for production of the house organ, various newsletters, and other publications should be assigned to this office. No special equipment needs are anticipated as the educational media center can be utilized for most of the services.

Short-Range Development. All services identified above should be initiated as soon as possible. The cooperation of local school districts, colleges and universities, and professional organizations should be sought in developing the speakers and consultants files.

Cooperative Purchasing Program

Recommended Guidelines. It is recommended that RESA No. X:

1. Establish a cooperative purchasing program which will make available to local school districts centralized purchasing of such items as office supplies, furniture, and equipment; instructional supplies, furniture, and equipment; and transportation, food service, and custodial supplies and equipment.

2. Develop specifications for the supply and equipment items which are available in the program and make the specifications available to both participating and non-participating districts.

3. Provide this service on a cost basis, establishing a cost differential which gives recognition to whether a local school district picks up its own supplies and equipment or has them delivered and other considerations.

4. Develop procedures in the administration of the program which are consistent with prevailing practices in the business community and sound management concepts and practices.

5. Maintain a perpetual inventory of supplies and equipment purchased by a school district for the convenience of the participating school district.

6. Encourage other local governmental units to participate in the program.

7. Encourage participation in all programs offered although individual program participation should not be restricted.

Long-Range Development. It is recommended that this program be developed around the above guidelines as soon as possible. It is anticipated that the program will eventually require the services of a full-time coordinator, one secretary, and one driver who could also serve as a warehouseman. Eventually, a panel truck or light truck will be required, although it is anticipated that joint use of the two panel trucks assigned to the educational media center can be utilized on occasion. No other equipment needs are anticipated as the services of the data processing center and the equipment of the central office can be utilized.

Short-Range Development. It is recommended that initial emphasis of the cooperative purchasing program be given to conventional school supplies and equipment and that the program be expanded on a gradual, planned basis. Initially, the coordinator should devote one-half of his time to this program and be assigned other responsibilities for the remaining one-half of his time. A half-time secretary and a half-time warehouseman should be assigned to the program. Participating school districts should be requested initially to pick up supplies and equipment; thus no special equipment will be required in the initial development of the program. Existing space in the Cedar Rapids service center could be used for warehousing facilities.

School business managers, school administrators, purchasing agents in industry and business, and outside consultants can be utilized as resource individuals in the development of the program.

Local school district personnel should play an active role in the development of procedural aspects of the program and the on-going evaluation of the program.

In-Service Programs for Classroom Teachers, Administrators, Specialists, Supervisors, and Consultants

Recommended Guidelines. It is recommended that RESA No. X:

1. Develop in-service programs for classroom teachers, administrators, specialists, supervisors, and consultants utilizing a variety of techniques including conferences, workshops, demonstrations, staff meetings, cooperative study of special problems, individualized activities, and research projects.

2. Hold regional meetings involving small groups, when possible.

3. Schedule activities during the school day and school year at the time of maximum utility and convenience to the personnel of local school districts and to the districts.

4. Utilize local school district personnel and outside consultants when appropriate.

5. Plan in-service programs for an extended period, for example, three years.

6. Allocate sufficient financial resources to conduct comprehensive and sophisticated in-service programs.

Long-Range Development. It is recommended that the programs encompassing the above guidelines be developed as soon as possible. The programs should be administered by a full-time coordinator under the supervision of the director of the division. The director of the division, other administrative personnel and the curriculum consultants, and outside consultants can be utilized. One secretary should be assigned to this activity and to other in-service programs for non-certificated personnel and members of boards of education, and to other in-service programs. No special equipment is anticipated as the educational media center can be utilized in developing visual and other instructional materials.

Short-Range Development. Initial emphasis should be given to strengthening and expanding the current pilot project in in-service education administered by the Linn County Board of Education and financed under Title III, Elementary and Secondary Education Act of 1965. The staffing requirements of the current program and expanded program are discussed in the recommended programs and services of the Division of Instructional Programs and Services.

It is essential that local school district personnel receive orientation to these services so that the programs are meaningful experiences. Systematic efforts to secure evaluative reactions from local school district personnel must be structured.

In-Service Programs for Non-Certificated Personnel Including Transportation, Food Service, Maintenance and Custodial, Secretarial and Clerical Personnel, and Other Supportive Personnel

Recommended Guidelines. It is recommended that RESA No. X:

1. Develop in-service programs for non-certificated personnel in the areas of transportation, food service, maintenance and custodial, secretarial and clerical, and other supportive categories through the sponsorship of workshops, institutes, conferences, demonstrations, short courses, and other on-the-job instruction.

2. Hold regional meetings involving personnel for several neighboring districts, when possible.

3. Utilize local school district personnel and outside consultants, when appropriate.

4. Schedule these activities at the time of maximum utility and convenience for local school district personnel and the districts.

5. Coordinate in-service programs with other regional and state professional and special interest organizations and associations.

6. Plan in-service programs for an extended period, for example, three years.

7. Allocate sufficient financial resources to conduct a comprehensive and sophisticated in-service program

Long-Range Development. It is recommended that programs encompassing the above guidelines be developed in conjunction with local school districts as soon as possible. The programs should be supervised by the director of the division. It is anticipated that eventually a consultant will be needed who will specialize in in-service programs for non-certificated personnel. No major allocations for special equipment are anticipated, as the educational media center of RESA No. X can be utilized in developing visual and other instructional materials. However, at some point it will be advisable to explore the possibility of the joint development of training laboratories with other regional educational service agencies or with colleges and universities in the region or state.

One secretary should be assigned to this activity and also to other in-service programs for professional personnel and members of boards of education, and to other in-service programs.

Short-Range Development. Initial emphasis should be given to semi-annual, one-day workshops in each of the categories of non-certificated personnel. These should be under the supervision of the director of the division. No other staffing or special equipment needs are anticipated.

It is essential that local school district personnel receive orientation to these services so that they might be successful and form a basis for the more extensive programs to be developed. Systematic efforts to secure evaluative reactions from local school district personnel involved should be established.

Teacher Placement Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Establish a teacher placement service for the purpose of assisting local school districts in the recruitment of personnel and to assist persons seeking employment in the region.

2. Work in conjunction with colleges and universities and other professional placement services as this service is not to duplicate or replace existing services, but to facilitate and supplement this function for persons not eligible for these services.

3. Ascertain the qualifications and certification of teachers registered through examination of their credentials and certificates and through personal interviews.

Long-Range Development. It is recommended that this service be developed around the above guidelines. The coordinator of in-service programs for professional personnel should administer the program and should be directly responsible for the professional aspects of the service. Clerical aspects of the service should be performed as part of the regular office routine. No special equipment needs are anticipated.

Short-Range Development. It is recommended that this service be established as quickly as possible. It is essential that local school district personnel receive orientation concerning the service. Cooperative planning with local school district administrative personnel concerning desired information should be secured in developing application forms and records.

Personnel directors of local school districts in the areas and directors of college and university placement services can be utilized as consultants in the development of the program.

Substitute Teacher Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Establish a substitute teacher pool in order to provide a centralized pool of qualified teachers for the use of local school districts and encourage those qualified and interested to register.

2. Ascertain the qualifications of the teachers registered through examination of their credentials and certificates and through personal interviews.

3. Establish a substitute teacher pool at both service centers in order to provide more efficient services to local school districts and individuals in the immediate area of each center.

4. Identify teachers for potential full-time employment who have had some experience in the schools of the area.

Long-Range Development. It is recommended that this service be developed around the above guidelines. Professional aspects of the service such as interviewing candidates and examining credentials and certification documents should be conducted by the coordinator of in-service programs for professional personnel. Clerical aspects of the service should be performed as part of the regular office routine under the supervision of the coordinator. No special equipment needs are anticipated.

Short-Range Development. It is essential that local school district personnel receive orientation concerning the service. Further, they should be encouraged to supply lists of potential candidates for the service.

Initially, the director of the division should assume responsibility for the program. In consultation with local school district personnel, the director should develop procedural aspects of the service such as the development of application forms, steps for reviewing and appraising credentials, and systematic methods of obtaining evaluative information concerning the performance of substitute teachers.

Other Administrative and Staff Personnel Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Develop and publish an annual master school calendar of all constituent local school districts for use by the staff, local school districts, and other educational and related organizations.

2. Develop and publish an annual profile of selected characteristics of constituent local school districts for use by the staff, local school districts, and other educational agencies and governmental units.

3. Maintain and periodically publish an inventory of all health, welfare and social agencies in the area for use by the staff, local school districts, and other educational agencies and governmental units.

4. Maintain and periodically publish an inventory of all governmental units in the area for use by the staff, local school districts, and other educational agencies.

5. Assist in the formation of special interest groups and associations such as guidance counselors, elementary principals, secondary principals, business managers, boards of education, secretaries of boards of education, bus drivers, and secretaries and clerical personnel. The role of RESA No. X should be one of providing leadership in the organization of special interest associations, acting as a resource for the association, securing outside consultants, and offering any of the services of the service agency to the associations.

6. Assist local school districts in their relationships with other local school district-affiliated organizations and associations.

7. Coordinate extension and off-campus classes offered by colleges and universities in the area which are designed for elementary and secondary

professional and non-certificated personnel, and offer the use of the facilities of the service center for late-afternoon and evening classes. Further, cooperate with the Area X Community College in coordinating extension and off-campus classes offered in the area.

8. Coordinate the inter-local school district transfer of students.

9. Coordinate the inter-local school district joint employment of personnel.

10. Assist local school districts in Civil Defense planning.

11. Serve as a liaison between local school districts and other community agencies, organizations, and associations.

12. Maintain a continuous enrollment projection for all constituent local school districts.

13. Provide emergency school closing services.

Long-Range Development. It is recommended that the programs and services encompassed in the above guidelines be developed as feasible. These programs should be supervised by the director of the division. Other members of the administrative staff and other personnel will actively participate in these functions. The possible joint planning of some of the services with other educational agencies should be continuously explored. Further, outside consultants and contractual agreements with other agencies should be utilized when feasible. No major allocations for special equipment are anticipated as the resources of the educational media center, data processing center, and central office can be utilized.

Short-Range Development. Priority should be assigned the development of inventories of the community.

It is essential that consultants be retained for the development of many of these services, that local school district personnel be properly oriented to the services, and that the latter plan an active role in the continuous evaluation of the services.

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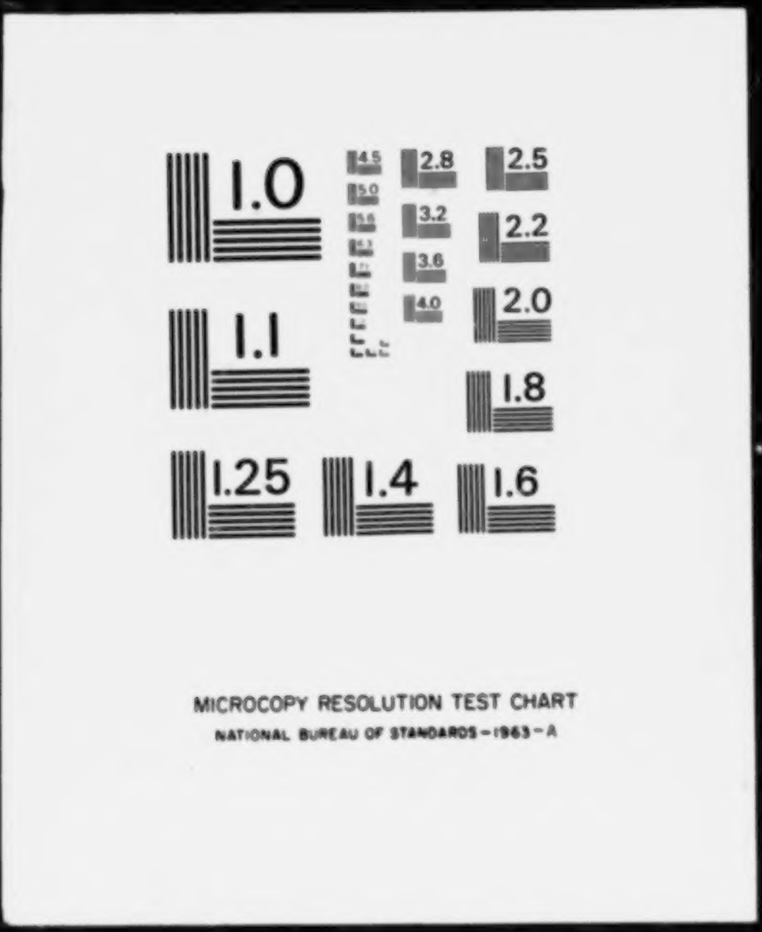
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MICROCOPY RESOLUTION TEST CHART
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Services for the State Department of Public Instruction

Recommended Guidelines. Regional Educational Service Agency No. X will, of course, continue to perform the functions and services for the State Department of Public Instruction which were formerly performed by the individual single-county units.

The link between RESA No. X and the State Department of Public Instruction should go beyond these articulative functions which are essentially ministerial or regulatory in nature and which have been assigned to the service unit by statutory mandate, or by departmental decree of the State Board of Public Instruction. Rather, the service unit by voluntary cooperation and coordination can be of great assistance to the state educational agency in statewide educational planning.

In this regard, it is recommended that RESA No. X perform the following functions and services for the State Department of Public Instruction. Several of the recommendations are an extension of activities presently assigned county or merged-county school systems, either by legislative mandate or departmental decree. They represent a new partnership concept between the state educational agency and the regional educational service agency.

1. Collect, verify, and complete preliminary compilation of local school district reports to the state agency including administrative and financial reports, statistical reports, educational program reports, transportation and lunch program reports, and staff personnel reports.

2. Cooperate with State Department of Public Instruction representatives on their visits to constituent local school districts.

3. Provide the state agency a profile on each constituent local school district in the service unit.

4. Assist the state agency in the conduct of its workshops and clinics.

5. Serve as a liaison agent between the state agency and constituent local districts.

6. Provide leadership in advising the state agency on local school district problems and needs.

7. Provide leadership in conveying and interpreting directives of the state agency and other legal directives.

8. Assist local school districts in self-evaluation activities associated with approval standards.

9. Provide leadership in recommending local school district personnel to serve on State Department of Public Instruction curriculum committees and other special advisory or consultant groups.

10. Provide leadership in the provision of consultant services to staff personnel on certification requirements and regulations.

11. Assist the State Department of Public Instruction in the development and implementation of statewide educational planning and coordination.

12. Provide leadership in informing the general public of the goals, needs, and problems of the state system of public elementary and secondary education.

Long-Range Development. It is recommended that the programs encompassing the above guidelines be developed in cooperation with the State Department of Public Instruction, as feasible. The programs should be under the supervision of the director of the division and the assistant superintendent of schools. Other members of the administrative staff and other personnel will actively participate in the new partnership concept. It is anticipated that two specialized clerical personnel will be required to perform many of the functions, principally those of a statistical nature. No special equipment requirements are anticipated as the resources of the data processing center can be utilized for the completion of statistical reports and the activities associated with the certification of teachers.

Short-Range Activities. It is recommended that these activities be established as quickly as possible. Initially, emphasis should be directed toward the centralization of records and standardization of procedures of the seven county school systems. When these tasks are achieved, emphasis should then be directed toward an expansion of the ministerial functions and an active leadership role in the provision of other services to the State Department of Public Instruction.

Summary

Staffing Requirements. As shown in Table 96, the short-range staffing requirements of the Division of Administrative and Staff Personnel Programs and Services will consist of a director, two and one-half additional professional personnel, and five non-certificated personnel. With the development of the programs and services of the division, a total of 10 professional and 24.5 non-certificated staff members are anticipated in the division. A majority of these will be required for the data processing center.

Special Equipment Requirements. The initial special equipment requirements of the division will be nominal. However, the development of several of the programs, principally the data processing center, may require allocations for special equipment.

TABLE 96

ESTIMATED SHORT-RANGE AND LONG-RANGE STAFFING REQUIREMENTS FOR THE DIVISION OF ADMINISTRATIVE AND STAFF PERSONNEL PROGRAMS AND SERVICES

	Staffing Requirement (Full-Time Equivalency)			
	Short-Range		Long-Range	
Programs and Services	Professional	Non-Certificated	Professional	Non-Certificated
Director	1.0	0.5*	1.0	1.0
1. Consultant, Administrative and Business Management Services	0.5	None*	1.0	None*
2. In-Service Program for Members of Boards of Education and Board Secretaries and Treasurers	None	None*	None	0.1
3. School Building and Site Consultant Services	0.5	0.5*	1.0	0.5
4. School District Reorganization Consultant Services	None	None*	None	None*
5. Data Processing Services	1.0	1.0	3.0	17.0
6. Consultant, Public Information Services	None	None*	1.0	1.0
7. Cooperative Purchasing Program	0.5	1.0[1]	1.0	2.0[1]
8. In-Service Programs for Professional Personnel	None	None*	1.0	0.7
9. In-Service Programs for Non-Certificated Personnel	None	None*	1.0	0.2
10. Teacher Placement Services	None	None*	None	None*
11. Substitute Teacher Services	None	None*	None	None*
12. Other Administrative and Staff Personnel Services	None	None*	None	None*
13. Services for the State Department of Public Instruction	None	2.0	None	2.0
TOTAL	3.5	5.0	10.0	24.5

*Secretarial/Clerical Pool

[1] One Secretary; One Driver-Warehouseman

IV. INSTRUCTIONAL PROGRAMS AND SERVICES

A Brief Statement of the Need

It has been clearly shown that many local school districts are unable to adequately provide many necessary instructional programs and services. In many areas the complexity of instruction required is beyond the human and financial resources of the local school district.

Further, increased demands are being placed on school districts to provide more extensive and highly specialized instructional services designed to meet the needs of all children. Even though the level of preparation of professional personnel is increasing, new developments in education necessitate the retraining and upgrading of the professional staff of an educational institution on a planned, systematic basis.

RESA No. X can serve a vital role in the improvement of the instructional programs of constituent local school districts, large and small, through the provision of specialized consultant services, in-service programs, and the like.

Educational Media Center

It is recommended that RESA No. X:

1. Establish an educational media center which will offer the following programs and services to constituent local school districts:

    a. Film library services
    b. Closed-circuit television services
    c. Educational broadcasting services
    d. Professional library services
    e. Curriculum library services
    f. Production center for the development of slides, charts, maps, study prints, dioramas, models, fine art prints, and other instructional materials
    g. Specialized printing services
    h. Tape and record library services
    i. Specialized reference textbooks and reference materials
    j. Specialized library services
    k. Audio-visual equipment repair and loan services
    l. In-service programs for media specialists, classroom teachers, and administrators of local school districts
    m. Consultant services in educational media to local school districts

2. Cooperate with local school districts concerning the services to be offered and policies concerning their administration.

3. Establish policies concerning the nature and extent of services to be offered. RESA No. X should give consideration to the availability of comparable services through commercial or other agencies. It is not intended that RESA No. X compete with or duplicate comparable existing services.

4. Establish policies and procedures for at-cost charges for those programs and services which are provided for some but not all districts, such as services of the production center, printing services, and audio-visual equipment repair services.

5. Disseminate printed materials concerning the services of the educational media center so that they are readily available to local school districts.

6. Make the services of the educational media center easily accessible to the personnel of local school districts. This will require that the center be open after normal school hours.

7. Provide weekly or semi-weekly delivery service to local school districts for circulating materials.

8. Provide adequate physical facilities for the educational media center which promote the optimum utilization of the services of the center. This should include preview rooms, display areas, reading rooms, and large and small-group conference rooms.

9. Adopt efficient and effective administrative procedures for the operation of the media center.

10. Encourage constituent local school districts to appoint a media coordinator in each attendance center.

11. Explore possible joint agreements with various departments at The University of Iowa for the provision of educational media programs and services.

Long-Range Development. It is recommended that the programs and services previously identified be implemented as soon as possible. The anticipated professional staffing needs of the media center include a coordinator, an assistant coordinator, a specialist in educational televison and broadcasting, a specialist in audio-visual services, a specialist in library science, and a specialist in production services.

The staff members of the media center will actively participate in a consultative and supportive role in the other programs and services of RESA No.X.

The full-time non-certificated staffing requirements are difficult to project. It appears that as a minimum the following supportive personnel would be required: a graphic artist, a printer, two drivers, six clerks, an accountant, and a secretary. The media center can utilize the services of the divisional and central office secretarial/clerical pool as needed. Other part-time and short-term personnel can be employed, as necessary.

The following list is illustrative of the major special equipment needs of the various programs.

1. Film library service: film inspection machines, film cleaning machines, shelving, booking files, related equipment and two mobile units.

2. Educational television and broadcasting services: television cameras, control instruments, video tape recorder, and mobile TV control unit.

3. Production services: cameras, darkroom equipment, offset press, collator, tape duplicator, Diazo printer, copying machine, photographic enlarger, and other related production equipment.

4. Consultant services and in-service programs: overhead projectors, film-strip projectors, film projectors, tape recorders, record players, and slide projectors.

Short-Range Development. Priority should be given to the strengthening and extension of the programs and services of the educational media center currently being administered by the Linn County Board of Education and financed under Title II, Elementary and Secondary Education Act of 1965. Close planning and coordination between this program and the pilot project in in-service education which is also administered by the same unit is essential.

Emphasis should also be given to supportive activities for other programs and services of RESA No. X. The effectiveness of all consultant services and in-service programs of the division and other divisions of the unit will rest in large measure on the ability and effectiveness of supportive action by personnel of the educational media center.

Elementary and Secondary Curriculum Consultant Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide curriculum consultant services to local school districts.

2. Provide assistance to local school districts in the development of curriculum guides, courses of study, resource units, and other instructional materials.

3. Provide research service r elementary and secondary curriculum development.

4. Develop computer assisted instructional materials and programmed learning materials.

5. Disseminate the findings of curricular research to local school districts.

6. Establish close coordination between curriculum consultant services, in-service programs, and other programs and services of the unit.

7. Provide curriculum consultant services involving subject matter area specialists on a regional basis, when possible.

8. Utilize local school district personnel and outside consultants, when appropriate.

Long-Range Development. It is recommended that the programs and services encompassed in the above guidelines be implemented as soon as possible. The staff of curriculum specialists required is anticipated to be as follows:

1. A coordinator.

2. Two consultants each in elementary language arts, social studies, mathematics, and science.

3. Two consultants each in secondary language arts, social studies, mathematics, and science, and one each in business education and driver education.

4. One elementary-secondary consultant in art, music, library science, foreign language, homemaking, industrial arts, and physical education.

While the anticipated number of consultants is below that recommended in the optimum staffing guidelines, it is felt that the smaller number proposed will permit the closer planning, development, and implementation of the program. Further, it is anticipated that the program will make extensive use of other RESA No. X personnel and outside consultants.

The curriculum consultant program should have four and one-half full-time secretaries assigned to it.

No special equipment requirements are anticipated as the program will have available the resources of the educational media center and other divisions of the unit.

Short-Range Development. It is recommended that the initial staffing of the program be as follows:

1. A coordinator.

2. One consultant each in elementary language arts, social studies, mathematics, and science.

3. One consultant each in secondary language arts, social studies, mathematics, and science.

4. One elementary-secondary consultant in art, music, and library science.

5. Two full-time secretaries.

The initial emphasis of the coordinator should be directed toward the planning and development of the total program. The initial emphasis of the curriculum consultants should be directed toward in-service programs and curriculum consultant services.

Outdoor Education Programs

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide leadership in the development of outdoor education programs with local school districts for academic programs, conservation programs, nature study, safety programs, and recreational and skills programs.

2. Develop the above programs for the general student population, exceptional children, and underprivileged children.

3. Explore joint cooperation with various organizations and agencies in the public and private sectors who are currently providing outdoor education programs.

Long-Range Development. It is anticipated that a full-time coordinator will eventually be required to administer the outdoor education program. Once employed, the coordinator should devote the first year to planning, including the development of a proposal to secure federal and other grants to establish outdoor education programs.

Further, it is anticipated that the instructional and supportive staff of the outdoor education programs which are developed by the unit will be composed of part-time or short-term personnel from local school districts, outside consultants, or joint employment of personnel with other educational agencies in the public and private sectors.

A half-time secretary should be assigned to the coordinator of outdoor education. The coordinator can also utilize personnel from the divisional or central office secretarial/clerical pool as required. It is anticipated that the leasing of facilities and equipment may be required as the program develops.

Short-Range Development. It is not anticipated that this program will be initiated prior to the third or fourth year of operation of RESA No. X. The decision on when to plan and implement outdoor education programs should be contingent upon an expression of need by local school districts, the availability of supportive funds, or possible cooperative action with other agencies in the public and private sectors.

Remedial Instruction Programs and Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide assistance to local school districts in developing remedial programs.

2. Assist in the development of special instructional materials for these programs.

3. Enlist the support and cooperation of colleges and universities and other agencies in the provision of remedial programs.

4. Explore the development of joint contractual agreements with colleges and universities in the establishment and operation of remedial and diagnostic clinics in areas such as reading.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be implemented as soon as possible. The consultant services and development of instructional materials for local school districts will be provided by curriculum consultants and specialists from the educational media center. No special equipment needs for these services are anticipated unless efforts are successful to initiate joint contractual agreements with other educational agencies for the development of remedial or diagnostic clinics. In this case, it is anticipated that additional staffing and special equipment needs will be required.

Short-Range Development. Initial emphasis of these programs should be in the provision of consultant services to local school districts and the development of instructional materials. The director of the division should initiate discussion with other education agencies concerning possible joint sponsorship of remedial and diagnostic clinics. In addition, the director should explore the eligibility of the unit to receive federal and other financial support for the provision of such programs, including funds for the construction of physical facilities.

Health Consultant Programs and Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide leadership in the development of health programs and services in local school districts.

2. Assist local school districts in the provision of immunization clinics, vision screening, dental programs, and other health programs.

3. Conduct in-service programs for health and health-related personnel, classroom teachers, and administrators of local school districts.

4. Cooperate with public and private health and health-related agencies in the provision of health programs in local school districts.

5. Serve as a liaison agent between local school district and health and health-related agencies in the public and private sectors.

Long-Range Development. It is recommended that the programs and services encompassed in the above guidelines be implemented as soon as possible. It is anticipated that three nurses, one of whom should be designated as the coordinator, will eventually be required to provide the consultant services and liaison functions envisioned in the guidelines. The services to local school districts may need to be modified if many local school districts eliminate school nursing services presently financed under Title I, Elementary and Secondary Education Act of 1965.

It is anticipated that outside consultants will be utilized in the provision of some of the health consultant services. In addition, curriculum consultants and the specialists and resources of the educational media center will be utilized. One half-time secretary should eventually be assigned to the program. No special equipment requirements are anticipated.

It is not anticipated that RESA No. X will employ full-time physicians or dentists. When the services of physicians or dentists are required, it is anticipated that these will be secured through voluntary agreements and/or contractual agreements.

Short-Range Developments. Initial priority should be given to the employment of a coordinator of the program who should, in addition to planning the total development of the program, give priority to in-service programs for school nurses and consultant services for the development of comprehensive local school district health programs.

Testing Programs and Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide consultant services to local school districts in the development of tests and testing programs and in the provision of a minimum standardized intelligence and achievement testing program.

2. Assist local school districts in test scoring, analysis, and evaluation.

Long-Range Development. These programs should be initiated as soon as possible. The director of the division should be responsible for the provision of the programs and services. No additional staff members or special equipment needs are anticipated as the director will utilize the personnel and resources of the Division of Student Personnel Programs and Services, the Division of Research and Development Programs and Services, and the resources of the data processing center.

Short-Range Development. Initial priority should be given for the provision of consultant services to local school districts and the joint planning with other divisions of the unit and other educational agencies for the provision of test scoring analysis, and evaluation.

Institutionalized Children's Educational Programs

Recommended Guidelines. It is recommended that RESA No. X:

1. Assist other agencies in the development of educational programs for institutionalized children.

2. Support other agencies in the provision of educational programs for institutionalized children.

Long-Range Development. The nature of this program and the necessary staffing and related needs are not known at this time. Other governmental agencies in the region may in the future plan resident juvenile homes or facilities for abandoned and neglected children. In this event it is anticipated that RESA No. X will be called upon to administer the educational services or contribute in some other significant way to such programs.

Short-Range Development. The director of the division should watch developments in the region and offer the resources of the service unit in the planning and organization of such programs.

Summary

Staffing Requirements. As shown in Table 97, the short-range staffing needs of the Division of Instructional Programs and Services is projected to be twenty-one professional staff members and twelve non-certificated employees. This is projected to increase to 38 professional and 19.5 non-certificated staff members when the programs and services of the unit are developed. The majority of staffing requirements are needed for the educational media center and curriculum consultant services.

Special Equipment Needs. A large number of special equipment will be required, the majority of which will be needed to administer and operate the numerous programs and services of the educational media center.

TABLE 97

ESTIMATED SHORT-RANGE AND LONG-RANGE STAFFING REQUIREMENTS FOR THE DIVISION OF INSTRUCTIONAL PROGRAMS AND SERVICES

	Staffing Requirements (Full-Time Equivalency)			
	Short-Range		Long-Range	
Programs and Services	Professional	Non-Certificated	Professional	Non-Certificated
Director	1.0	1.0	1.0	1.0
Assistant Director	None	None	1.0	1.0
1. Educational Media Center	6.0	9.0	6.0	12.0
2. Elementary and Secondary Curriculum Consultant Services	13.0	2.0	26.0	4.5
3. Outdoor Education Programs	None	None*	1.0	0.5
4. Remedial Instruction Programs	None	None*	None	None*
5. Health Consultant Programs and Services	1.0	None*	3.0	0.5
6. Testing Programs and Services	None	None*	None	None*
7. Institutionalized Children's Educational Programs	None	None*	None	None*
TOTAL	21.0	12.0	38.0	19.5

*Secretarial/Clerical Pool

V. STUDENT PERSONNEL PROGRAMS AND SERVICES

A Brief Statement of the Need

Student personnel services has become a highly specialized area in recent years. The contributions of comprehensive student personnel services to an educational program are well recognized. However, many school districts are able to provide only a minimum program.

Local school district personnel who direct these programs are often restricted in their roles because of inadequacies of time, personnel, and financial resources. In addition, they are continuously in need of assistance in maintaining and developing their own skills. RESA No. X can perform a valuable supportive role in the provision of many student personnel services contributing greatly to the improvement of educational opportunity.

Consultant Services for Student Personnel Programs

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide consultant services to local school districts for elementary student personnel programs concerning their guidance programs, testing programs, and instructional programs.

2. Provide consultant services to local school districts for secondary student personnel programs concerning their guidance programs, testing programs, and instructional programs.

3. Provide supportive counseling services for individual students or groups at the request of local school district personnel.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be developed as soon as possible. It is anticipated that eventually four specialists, in addition to the divisional director, will be required - - two specialists in secondary student personnel work, and two specialists in elementary student personnel work. The staff should eventually include two full-time secretaries who would service all programs of the division. RESA No. X should explore the possibility of developing an internship program in student personnel services. No special equipment requirements are anticipated as the services of the educational media center, data processing center, and the Division of Research and Development can be utilized.

Short-Range Development. It is recommended that a director of student personnel services be employed initially. The activities of the director during the first year should be that of planning the future development and implementation of the consultant services. Priority should be given to providing consultant services for elementary schools in the development of student personnel programs.

In-Service Programs for Guidance Counselors, And Other Professional Staff Members

Recommended Guidelines. It is recommended that RESA No. X:

1. Develop in-service programs for guidance counselors, classroom teachers, and administrators utilizing a variety of techniques including conferences, workshops, and staff meetings.

2. Hold regional meetings involving small groups when possible.

3. Schedule activities during the school day and school year at a time of maximum utility and convenience to the personnel of local school districts and to the district.

4. Utilize local school district personnel and outside consultants when appropriate.

5. Allocate sufficient financial resources to conduct comprehensive and sophisticated in-service programs:

Long-Range Development. It is recommended that the programs encompassing the above guidelines be developed as soon as possible. These programs should be under the supervision of the director of the division although the elementary and secondary consultants will actively participate in the planning and implementation of the programs. Outside consultants should be extensively utilized. Secretary and clerical assistance can be available through the divisional or central office secretarial/clerical pool. No special equipment is anticipated as the resources of the educational media center can be utilized.

Short-Range Development. Initially it is recommended that emphasis be given to strengthening and expanding the current pilot project in in-service education administered by the Linn County Board of Education and financed under Title III, Elementary and Secondary Education Act of 1965.

Other Student Personnel Program Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Assist local school districts in designing, conducting, and analyzing student dropout studies.

2. Assist local school districts in designing, conducting, and analyzing graduate follow-up studies.

3. Provide consultant services to local school district officials concerning the compulsory attendance laws of the state and serve as a liaison between local school districts, students, parents, and other governmental or health, social, and welfare agencies in this regard.

4. Provide consultant services to local school districts and assist in "career day" and other orientation programs.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be developed as soon as possible. These programs should be under the supervision of the director of the division although the other professional staff members of the division will actively participate in the planning and implementation of the programs. Secretarial and clerical assistance can be available through the divisional or central office secretarial/clerical pool. No special equipment is anticipated for the provision of these services.

Short-Range Development. Initial emphasis should be given to the provision of consultant services to local school districts for the development of dropout and graduate follow-up studies and orientation programs.

Summary

Staffing Requirements. As shown in Table 98, the eventual make-up of the staff of the Division of Student Personnel Services will be: a director, four specialists, and two secretaries.

Special Equipment Requirements. No special equipment requirements are anticipated for the division.

TABLE 98

ESTIMATED SHORT-RANGE AND LONG-RANGE STAFFING REQUIREMENTS FOR THE DIVISION OF STUDENT PERSONNEL PROGRAMS AND SERVICES

Programs and Services	Staffing Requirements (Full-Time Equivalency) Short-Range Professional	Short-Range Non-Certificated	Long-Range Professional	Long-Range Non-Certificated
Director	1.0	None*	1.0	1.0
1. Student Personnel Consultant Services	1.0	None*	4.0	1.0
2. In-Service Programs for Counselors and Other Professional Staff Members	1.0	None*	None	None*
3. Other Student Personnel	None	None*	None	None*
TOTAL	3.0	0.0	5.0	2.0

*Secretarial/Clerical Pool

VI. SPECIAL EDUCATION PROGRAMS AND SERVICES

A Brief Statement of the Need

As part of its commitment to assist constituent local school districts in providing the best educational program possible for all children, RESA No. X has a major responsibility in the education of exceptional children.

Many local school districts are unable to provide adequate educational opportunities for these children because of limited student enrollment, or human and financial resources.

RESA No. X, serving a larger student population, and having a larger financial base can more effectively assure the provision of many necessary programs and services for the exceptional student.

Further, RESA No. X is in a position to promote coordination and cooperation between the many educational, health, welfare, and social agencies in the region which currently provide services for these children. In addition to promoting regional cooperation, RESA No. X should attempt to provide for cooperation between local educational institutions and those institutions such as the State School for the Deaf, which have temporary responsibility for the education of students from RESA No. X.

Programs for Educable Mentally Retarded Children

Recommended Guidelines. It is recommended that RESA No. X:

1. Adopt the policy that elementary classes for the educable mentally retarded remain the responsibility of constituent local school districts.

2. Continue to operate classes for the educable mentally retarded that are currently administered by one or more of the seven county school systems comprising RESA No. X for a period of two years after the formal merger of the county systems. During this two-year period, efforts should be made to provide for the transition of such programs to local school districts. In addition, RESA No. X should consider the provision of some short-term financial assistance to local school districts affected by this transition.

3. Provide leadership in ascertaining that educable mentally retarded students receive equal educational opportunities such as physical facilities, qualified staff, and equipment, and other benefits consistent with statutory provisions and departmental rules of the State Board of Public Instruction.

4. Provide leadership in promoting coordination between local school districts in the provision of classes for the educable mentally retarded when this would result in more effective and/or economical programs. Districts having an insufficient number of students requiring such services should be encouraged to contract with RESA No. X for the latter's administration of the program.

5. Assist local school districts in the identification and evaluation of the educable mentally retarded. In instances of multiple-handicapping conditions, the evaluation should include the isolation of the primary handicap.

6. Provide supportive consultant services to local school districts in the development of educational programs for the educable mentally retarded.

7. Provide in-service programs for teachers of educable mentally retarded classes, and other personnel of local school districts.

8. Develop instructional materials for classes for the educable mentally retarded.

9. Provide ancillary services for classes for the educable mentally retarded.

10. Cooperate with educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services for the educable mentally retarded.

11. Administer work-study programs for the educable mentally retarded student whose functional ability demonstrates the need for furtherance of vocational training.

12. Cooperate with the Area X Community College in its program for the training of sub-professionals in para-medic areas.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be instituted as soon as possible. A full-time consultant should be employed to provide consultant services to local school districts in the development of educational programs for the educable mentally retarded. The consultant will be able to call upon other specialists in the division for assistance and utilize the services of the educational media center in developing instructional materials. No other staffing needs are anticipated as the consultant can utilize the divisional secretarial/clerical pool.

Short-Range Development. It is recommended that these programs be established as soon as possible. The consultant should be employed during the first year and should give priority to planning the transition of those programs currently being administered by county school systems to local school district operation. In addition, priority should be given to the development of in-service programs for the teachers and staff of educable mentally retarded classes.

Programs for Trainable Mentally Retarded

Recommended Guidelines. It is recommended that RESA No. X:

1. Administer programs for the trainable mentally retarded. For school districts having an insufficient number of students requiring these services, RESA No. X should lease space for programs involving students from neighboring school districts. Efforts should be made to insure equality of educational opportunity.

2. Provide ancillary services for classes for the trainable mentally retarded.

3. Provide consultant services for the development of educational programs for the trainable mentally retarded. Such programs should emphasize self-help skills and be vocationally oriented.

4. Develop instructional materials for classes for the trainable mentally retarded.

5. Assist local school districts and other public and private agencies in the early identification and evaluation of the trainable mentally retarded. In instances of multiple-handicapping conditions, the evaluation should include the isolation of the primary handicap.

6. Provide supportive counseling services for the family constellation of the trainable mentally retarded.

7. Cooperate with educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services for the trainable mentally retarded in providing programs for the school-age child who has been excluded from programs of local school districts because of multiple handicapping conditions.

8. Cooperate with the Area X Community College in its program for the training of sub-professionals in para-medic areas.

9. Encourage educational agencies to develop work-study type programs for the post high school age trainable students.

Long-Range Development. It is recommended that the programs described in the above guidelines be implemented, as feasible. It is anticipated that the professional staff required for these programs will consist of a coordinator and approximately 26 teachers and matrons. It is anticipated that other staff members of the division and of RESA No. X will actively participate in certain aspects of this program. No special equipment needs, other than those stipulated in the departmental rules and regulations of the State Board of Public Instruction, are anticipated. The division can call upon the resources of the educational media center for the development of instructional materials.

Short-Range Development. The coordinator should give priority to the development of policies and administrative rules and regulations to govern the relationship between RESA No. X and local school districts or public or private agencies in which space is leased for the program.

Policies should be developed in local school districts or public or private agencies to cover such matters as personnel policies, transportation programs, school calendars, secretarial and clerical assistance, and other administrative aspects of the program which require the close coordination of participating local school districts and participating agencies.

It is anticipated that fifteen teachers and matrons will be required to initiate this program. This number is below optimum staffing ratios in that the requirements do not include pre-school programs which will require additional time to develop. A full-time secretary should be assigned to the coordinator of the program.

Work-Study Programs

Recommended Guidelines. It is recommended that RESA No. X:

1. Administer secondary programs of a work-study nature for those educable mentally retarded whose functional abilities dictate the needs for such programs. For school districts having an insufficient number of students requiring such services, RESA No. X should operate programs involving students from neighboring school districts. For those districts having a sufficient number of students to sponsor classes, RESA No. X should finance these classes. Efforts should be made to insure equality of educational opportunity in both types of programs.

2. Provide ancillary services for work-study programs which are administered by RESA No. X and, upon request, to such programs which are under the jurisdiction of local school districts.

3. Provide supportive consultant services for the development of work-study programs administered by RESA No. X and, upon request, to programs which are under the jurisdiction of local school districts.

4. Develop instructional materials for work-study programs administered by RESA No. X and, upon request, to programs administered by local school districts.

5. Coordinate the services of local school districts, the Division of Vocational Rehabilitation, Department of Public Instruction, and the Area X Community College to provide a continuous program for students requiring additional vocational training.

6. Cooperate with educational, health, welfare, and social agencies in the public and private sectors in the provision of programs for the terminal-type student.

7. Administer the establishment of diversified work-study stations in cooperation with local school districts and other agencies in the public and private sectors.

8. Extend the services of the RESA No. X program to the Iowa State Men's Reformatory in conjunction with the newly enacted work-release law (Senate File 206).

Long-Range Development. It is recommended that the programs described in the above guidelines be developed, as feasible. It is anticipated that the professional staff required will consist of a coordinator and approximately fourteen on-the-job training supervisors and teachers. Other personnel of the division and of RESA No. X will participate in the program.

It is anticipated that the non-instructional staff will consist of one full-time secretary for the coordinator. No special equipment needs are anticipated.

Short-Range Development. The coordinator should give priority to the development of policies and administrative rules and regulations to govern the relationship between RESA No. X and local school districts who administer programs which are financed by RESA No. X, and programs which are administered by RESA No. X and housed in space leased from a local school district. In addition, emphasis should be given to the establishment of an adequate number of work-study stations which will provide meaningful experiences for participants in the program.

Initially, eight on-the-job training supervisors should be employed.

Programs for Emotionally Disturbed Children

Recommended Guidelines. It is recommended that RESA No. X:

1. Administer programs for emotionally disturbed children. For school districts having an insufficient number of students requiring these services, RESA No. X should operate programs involving students from neighboring school districts. For those school districts having a sufficient number of students to sponsor one or more classes, RESA No. X should finance the classes. Efforts should be made to insure equality of educational opportunity in both types of programs.

2. Provide ancillary services for classes for the emotionally disturbed which are administered by RESA No. X and, upon request, to such classes which are under the jurisdiction of local school districts.

3. Provide consultant services for the development of educational programs for the emotionally disturbed. Upon request, provide consultant services for programs administered by local school districts.

4. Develop instructional materials for classes for the emotionally disturbed. Upon request, provide these for programs administered by local school districts.

5. Assist local school districts and other public and private agencies in the early identification and evaluation of the emotionally disturbed. In instances of multiple handicapping conditions, the evaluation should include the isolation of the primary handicap.

6. Provide supportive counseling services for the emotionally disturbed child and his parents and siblings.

7. Cooperate with educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services for the emotionally disturbed child such as local mental health clinics, state mental health institutes, and The University of Iowa.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be developed, as feasible. It is anticipated that the professional staff required will consist of a coordinator and approximately ten resource teachers. This is below the optimum staffing ratio, but a lesser figure is considered desirable in order that the program might be well planned and developed as an integral part of the Division of Special Education Programs and Services.

Other personnel of RESA No. X and outside consultants will be utilized when needed. One full-time secretary should be assigned to the coordinator of the program. No special equipment needs are anticipated as the resources of the educational media center can be utilized.

Short-Range Development. The coordinator should give priority to the development of administrative rules and regulations to govern the relationship between RESA No. X and local school districts who administer programs financed by RESA No. X, and programs which are administered by RESA No. X and housed in space leased from a local school district. It is recommended that during the development of these programs only four resource teachers be initially employed.

Psychological and Psychiatric Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide the services of itinerant school psychologists to local school districts. For those districts with student enrollments large enough to warrant the services of one or more full-time school psychologists, RESA No.X should provide financial support for these services.

2. Provide psychiatric services to students enrolled in local school districts by contracting with a local mental health center or a private psychiatrist, as necessary.

3. Provide consultant services to classroom teachers, administrators, and other personnel of local school districts.

4. Provide supportive counseling services to parents of children receiving psychological or psychiatric services, upon request of local school districts.

5. Cooperate with other educational, health, welfare, and social agencies in the public and private sectors in the provision of psychological and psychiatric services.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be implemented as soon as possible. It is anticipated that a coordinator and twenty-two clinical and educational psychologists and psychometrics will eventually be needed in the program. Psychiatric services for students in local school district should be contracted.

One full-time secretary should be assigned to the coordinator and five assigned to the school psychologists. No special equipment needs are anticipated.

Short-Range Development. It is recommended that the above programs be developed as soon as possible. Initially, a coordinator and fourteen school and/or clinical psychologists should be employed. This is somewhat below the recommended staffing ratio, but appears to be most feasible at the present time.

One full-time secretary should be assigned to the coordinator and two full-time secretaries to the psychologists. Again, the secretarial staffing ratios are below the optimum; however, the services of the divisional secretarial/clerical pool can be utilized.

Initially, emphasis should be given to the development of policies and administrative rules and regulations to govern the relationship of RESA No.X and local school districts which are provided financial support for psychological services and local administrative districts which are provided itinerant services.

Programs for Physically Handicapped Children and Children With Special Health Problems

Recommended Guidelines. It is recommended that RESA No. X:

1. Encourage local school districts to adopt the policy that physically handicapped children and children with special health problems receive instruction in regular classes when feasible. They should be placed in the educational setting most appropriate for their learning problem.

2. Assist local school districts in the alteration of existing facilities and the construction of new facilities to meet the needs of physically handicapped children and children with special health problems.

3. Administer programs for students unable to attend regular classes. For school districts having an insufficient number of students requiring these services, RESA No. X should lease facilities and operate programs involving students from neighboring districts. For those school districts having a sufficient number of students to sponsor one or more classes, RESA No. X should finance the classes. Efforts should be made to insure equality of educational opportunity in both types of classes.

4. Utilize mobile units and/or itinerant teachers for students unable to attend regular classes or to travel to cooperative classes, or for cases in which it is not economically feasible to provide other types of educational programs.

5. Provide ancillary services for programs which are under the administration of RESA No. X and, upon request to programs which are under the jurisdiction of local school districts.

6. Provide consultant services for the development of educational programs. Upon request, provide consultant services for programs administered by local school districts.

7. Develop instructional materials and equipment for these programs such as pre-programmed materials for home use with tape recorders, slow-scan television, closed-circuit television, and electrowriters and other electronic devices, and, upon request, provide these for programs administered by local school districts.

8. Assist local school districts in the early identification and evaluation of physically handicapped children and children with special health problems. In instances of multiple-handicapping conditions, the evaluation should include the isolation of the primary handicap.

9. Provide supportive counseling services for physically handicapped children and children with special health problems and their parents and siblings.

10. Cooperate with educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services for physically handicapped children and children with special health problems.

11. Encourage educational agencies to develop post high school age work-study programs, and placement and evaluation services for physically handicapped students and students with special health problems.

12. Encourage cooperation between agencies providing programs and services for physically handicapped students and students with special health problems.

13. Cooperate with the Area X Community College in its program for the training of sub-professionals in para-medic areas.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be developed, as feasible. It is anticipated that eventually one coordinator, ten teachers, and three physical therapists will be required. This is below the optimum staffing ratio, but appears most feasible in the foreseeable future.

A full-time secretary should be assigned to the coordinator. It is anticipated that the allocation of resources will eventually be required for the purchase of mobile units.

Other specialists in the division and other divisions of RESA No. X will actively participate in the program.

Short-Range Development. Initially, a coordinator, five teachers, and two physical therapists should be employed. This is below the recommended staffing ratio, but appears to be most feasible at the present time. One full-time secretary should be assigned to the coordinator.

Initial attention should be directed to the development of policies and administrative rules and regulations to govern the relationship of RESA No.X and local school districts and the development of cooperative arrangements with other educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services for the physically handicapped children and children with special health problems.

Programs for Exceptional Children of Pre-School Age

Recommended Guidelines. It is recommended that RESA No. X:

1. Administer a program for the early identification and evaluation of exceptional children of pre-school age in cooperation with local school districts, other educational agencies, and health, social, and welfare agencies in the public and private sectors.

2. Promote the establishment of educational programs for exceptional children of pre-school age.

3. Provide consultant services for the development of educational programs for local school districts sponsoring such programs.

4. Provide ancillary services to local school districts sponsoring such programs.

5. Develop instructional materials for use in these programs.

6. Cooperate with educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services for exceptional children of pre-school age.

7. Support efforts to establish approval standards for teaching personnel which will facilitate contractual agreements with public and private agencies for the provision of services for the pre-school-age child.

8. Cooperate with the Area X Community College in its program for the training of sub-professionals in para-medic areas.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be implemented as soon as possible. It is recommended that a consultant working under the supervision of the director of the division be employed to direct the program. Other specialists in the division will actively participate in the program. The consultant will utilize the services of the divisional secretarial/clerical pool. No special equipment needs are anticipated for the program.

Short-Range Development. Priority should be given to the implementation of a planned program for the early identification and evaluation of exceptional children of pre-school age, and cooperation with educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services.

Homebound Instruction Programs

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide visiting teachers to work with local school districts in providing educational programs for homebound children.

2. Provide visiting teachers to work with local school districts in providing educational programs for students who are confined in hospitals for extended periods.

3. Develop educational programs and materials in cooperation with local school districts for these children.

4. Provide special equipment such as slow-scan television and the electrowriter for the homebound student.

5. Cooperate with local school districts in establishing policies and procedures for the administration of the visiting teacher program.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be implemented as soon as possible. Eventually, it is anticipated that five visiting teachers, one of whom should be designated as a coordinator, will be required. The employment of the number of visiting teachers could, however, be gradual. In addition, the use of part-time teachers in the locality of students requiring the services of a visiting teacher should be encouraged. Curriculum consultants will assist visiting teachers in the development of instructional materials.

One full-time secretary should eventually be assigned to the program. No special equipment requirements are anticipated in that the resources of the educational media center can be utilized.

Short-Range Development. Initial emphasis should be given to the joint development with local school districts of policies and procedures for the administration of the program. The director of the division should initiate these activities. One visiting teacher should be employed to assist the director and to begin instructional activities.

Programs for Gifted Children

Recommended Guidelines. It is recommended that RESA No. X:

1. Assist local school districts in the early identification of the gifted student.

2. Provide consultant services to local school districts in the development of educational programs for the gifted.

3. Develop instructional materials for use in educational programs for the gifted.

4. Provide itinerant teachers to work with individuals or groups of gifted children.

5. Provide resource persons to work with individuals or groups of gifted children.

6. Provide supportive counseling services for the gifted student and his parents.

7. Provide expressional opportunities for students demonstrating exceptionalities in the fine arts.

8. Cooperate with other agencies in the public and private sectors in the provision of programs for the gifted child.

9. Support efforts to include programs for gifted children under Chapter 281, Code of Iowa.

Long-Range Development. It is recommended that programs encompassed in the above guidelines be implemented as soon as possible. It is recommended that a consultant working under the supervision of the director of the division be employed to direct the program. Other specialists from the division and specialists from the Division of Instructional Programs and Services and the Division of Student Personnel Programs and Services will actively participate in the program.

The consultant will utilize the services of the divisional secretarial/clerical pool. No special equipment needs are anticipated as the resources of the instructional media center will be utilized.

Short-Range Development. It is recommended that priority be given to the provision of consultant services to local school districts in the development of educational programs for the gifted, and to the provision of resource persons to work with individuals or groups of gifted children.

Programs for Partially-Sighted And Blind Children

Recommended Guidelines. It is recommended that RESA No. X:

1. Encourage local school districts to adopt the policy that partially-sighted and blind children receive instruction in regular classes when feasible.

2. Administer a program for the early identification and evaluation of partially-sighted and blind children in cooperation with local school districts, other educational agencies, and health, social, and welfare agencies in the public and private sectors. In instances of multiple-handicapping conditions, the evaluation should include the isolation of the primary handicap.

3. Assist local school districts in the provision of facilities for the partially-sighted and blind.

4. Provide consultant services to local school districts for the development of educational programs for the partially-sighted and blind.

5. Develop and make available to local school districts instructional materials for the partially-sighted and blind and establish a "talking book" library and large-print materials.

6. Provide special equipment such as zerographic and electrostatic dry copiers and enlargers for the visionally handicapped.

7. Provide itinerant resource teachers for the partially-sighted and blind.

8. Provide ancillary services for local school districts enrolling partially-sighted and blind children.

9. Assist local school districts in the creation of resource rooms for the partially sighted and blind.

10. Provide supportive counseling services for partially-sighted and blind children and their parents and siblings.

11. Cooperate with educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services for partially-sighted and blind children.

12. Cooperate with the Area X Community College in its program for the training of sub-professionals in para-medic areas.

13. Encourage educational agencies to develop post high school work-study programs and placement and evaluation services for the visionally handicapped.

14. Encourage cooperation between agencies providing programs and services for partially-sighted and blind students at different age levels.

15. Assist in the provision of travel-training experiences for the school-age blind and partially-sighted.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be implemented, as feasible. It is anticipated that the professional staff will eventually consist of a coordinator and four itinerant teachers. This is below the optimum staffing ratio, but appears most feasible in the foreseeable future. Other specialists in the division and other divisions of RESA No. X will actively participate in the program.

One half-time secretary should be assigned to the coordinator. No special equipment needs are anticipated other than those identified in the guidelines or which can be secured from the educational media center.

Short-Range Development. Priority should be given to the development of a program for the early identification and evaluation of the partially-sighted and blind, consultant services for the development of educational programs for these students, and cooperation with educational, health, welfare, and social agencies.

The initial staffing recommendations call for the employment of the coordinator and two itinerant teachers.

Programs for Hard-of-Hearing And Deaf Children

Recommended Guidelines. It is recommended that RESA No. X:

1. Encourage local school districts to adopt the policy that hard-of-hearing and deaf children receive instruction in regular classes when feasible.

2. Administer a program for the early identification and evaluation of hard-of-hearing and deaf children in cooperation with local school districts, other educational agencies, and health, social, and welfare agencies in the public and private sectors. In instances of multiple-handicapping conditions, the evaluation should include the isolation of the primary handicap.

3. Assist local school districts in the provision of facilities for the hard-of-hearing and deaf children.

4. Provide consultant services to local school districts for the development of educational programs for the hard-of-hearing and deaf children.

5. Develop and make available to local school districts instructional materials for the hard-of-hearing and deaf children such as "captioned films" and other visual aids, and amplification programs.

6. Provide itinerant teachers for the hard-of-hearing and deaf.

7. Provide ancillary services to local school districts enrolling hard-of hearing and deaf children.

8. Provide supportive counseling services for hard-of-hearing and deaf children, and their parents and siblings.

9. Cooperate with educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services for the hard-of-hearing and deaf.

10. Encourage educational agencies to develop post high school work-study programs, and placement and evaluation services for the hard-of-hearing and deaf.

11. Encourage cooperation between agencies providing programs and services for hard-of-hearing and deaf students at different age levels.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be implemented, as feasible. It is anticipated that the professional staff will eventually consist of a coordinator, eight hearing clinicians, and three audiometrists. While this figure is below the staffing ratio recommended, it appears most feasible in the foreseeable future. Other specialists of this and other divisions will participate in the program.

One full-time secretary should be assigned to the coordinator of the program and two to the hearing clinicians and audiometrists.

No special equipment needs are anticipated other than those listed in the above guidelines and those required by departmental rules and regulations of the State Department of Public Instruction.

Short-Range Development. It is recommended that priority be given to the establishment of consultant services to local school districts for the development of educational programs for hard-of-hearing and deaf children.

Initially, the coordinator, five hearing clinicians, and one audiometrist should staff the program. One and one-half secretaries should be assigned to the program. The divisional secretarial/clerical pool can be utilized as required.

Programs for Speech Handicapped Children

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide the services of speech pathologists, speech clinicians, and language pathologists to constituent local school districts. For those school districts with a sufficient number of students requiring services, RESA No. X should finance these. Itinerant specialists and clinicians shall be provided to those districts with an insufficient number of students to warrant employment of their own staff.

2. Assist local school districts and other public and private agencies in the early identification and evaluation of speech-handicapping conditions. In instances of multiple-handicapping conditions, the evaluation should include the isolation of the primary handicap.

3. Provide clinics for parents of speech-handicapped children to promote an on-going program of speech improvement in the home.

4. Develop instructional materials, such as materials for the non-articulative student, by the language pathologist in conjunction with language arts consultants for use in programs administered by RESA No. X and constituent local school districts.

5. Provide consultant services for the development of language stimulation programs adaptable for regular and special classes in constituent local school districts.

6. Provide consultant services for speech-improvement programs for regular classes in constituent local districts.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be implemented as soon as possible. It is anticipated that the professional staff will eventually consist of a coordinator and 30 speech clinicians. This staffing ratio is somewhat below the recommended guidelines but appears to be most feasible in the foreseeable future.

Other specialists in the division and curriculum consultants from the Division of Instructional Programs and Services will actively participate in the program.

One full-time secretary should be assigned to the coordinator and three full-time secretaries to the clinicians.

No special equipment needs are anticipated beyond those required by departmental rules and regulations of the State Board of Public Instruction or recommended by the State Department of Public Instruction.

Short-Range Development. Priority should be given to the development of policies and administrative rules and regulations to govern the relationship of RESA No. X and constituent local school districts and to the provision of consultant services for the development of educational programs for the speech-handicapped child.

Initially, it is recommended that the staff be composed of a coordinator, twenty speech clinicians, and three secretaries.

School Social Work Services

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide itinerant school social workers to constituent local school districts. For those districts with student enrollments large enough to warrant the services of one or more full-time social workers, RESA No. X should provide financial support.

2. Provide consultant services to classroom teachers, administrators, and other personnel of local school districts.

3. Provide supportive counseling services to students and their parents upon request of local school districts.

4. Cooperate with educational, health, welfare, and social agencies in the public and private sectors in the provision of social services.

5. Participate with the School of Social Work, The University of Iowa, in providing field opportunities for the training of students enrolled in the School of Social Work Training Center.

6. Explore cooperative agreements with public and private counseling agencies such as Family Service Agencies and mental health centers for the provision of therapeutic services for the family constellation of students enrolled in local school districts.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be implemented as feasible. It is anticipated that the professional staff required for these services will consist of a coordinator and eight school social workers. While this number is below the recommended staffing guidelines, it appears most feasible in the foreseeable future.

One full-time secretary should be assigned to the coordinator and two to the social workers. No special equipment needs are anticipated.

Other professional staff members of the division and of the Division of Student Personnel Programs and Services will be utilized.

Short-Range Development. Priority should be given to the provision of consultant services to classroom teachers, administrators, and other personnel of local school districts and to the establishment of close cooperation and coordination with other health, welfare, and social agencies in the public and private sectors in the provision of social services to students.

Further, attention should be directed to the development of policies and administrative rules and regulations to govern the relationship of RESA No. X and constituent local districts in the administration of these services.

Initially, it is recommended that a coordinator, four school social workers, and two secretaries be employed.

Programs for Children With Specific Learning Disabilities

Recommended Guidelines. It is recommended that RESA No. X:

1. Provide consultant services to local school districts for children with specific learning disabilities.

2. Provide itinerant or resource teachers to local school districts for children with specific learning disabilities.

3. Develop instructional materials for local school districts for use in programs for children with specific learning disabilities.

4. Assist local school districts in the identification and evaluation of children with specific learning disabilities. In instances of multiple-handicapping conditions the evaluation should include the isolation of the primary handicap.

5. Cooperate with other educational, health, welfare, and social agencies in the public and private sectors in the provision of programs and services for children with special learning disabilities.

6. Explore cooperative agreements with public and private counseling agencies such as Family Service Agencies and mental health centers for the provision of therapeutic services for the family constellation of students enrolled in local school districts.

Long-Range Development. It is recommended that the programs encompassed in the above guidelines be implemented, as feasible. It is recommended that a consultant, working under the supervision of the director of the division be employed to direct the program. Other specialists from the division and other divisions will actively participate in the program. No other staffing requirements and special equipment needs are anticipated.

Short-Range Development. Priority should be given to the development of consultant services to local school districts and the provision of itinerant or resource teachers for children with specific learning disabilities.

Initially, the program should be under the supervision of the director of the division, although specialists from the division and other divisions will actively participate in the program.

Summary

Staffing Requirements. As shown in Table 99, the short-range staffing needs for the Division of Special Education Programs and Services is anticipated to be 94 professional personnel and 16 non-certificated personnel. While these recommendations are far below optimum staffing guidelines, they appear to be most feasible at the present time. This is true because of the financial limitations which prohibit more optimal staffing practices and the scarcity of many of the required specialists.

Special Equipment Needs. The allocation of resources for special equipment for the Division of Special Education Programs and Services will be significant if the program outlined in the guidelines materializes. Certainly the expenditure should not be considered too great if it makes possible adequate educational programs for the handicapped child.

TABLE 99

ESTIMATED SHORT-RANGE AND LONG-RANGE STAFFING REQUIREMENTS FOR THE DIVISION OF SPECIAL EDUCATION PROGRAMS AND SERVICES

	Staffing Requirements (Full-Time Equivalency)			
	Short-Range		Long-Range	
Programs and Services	Professional	Non-Certificated	Professional	Non-Certificated
Director	1.0	1.0	1.0	1.0
Assistant Director	1.0	None*	1.0	1.0
1. Consultant, Programs for Educable Mentally Retarded Children	1.0	None*	1.0	None*
2. Programs for Trainable Mentally Retarded Children	15.0	1.0	26.0	1.0
3. Work-Study Programs	9.0	3.0	15.0	1.0
4. Programs for Emotionally Disturbed Children	5.0	1.0	11.0	1.0
5. Psychological Services	15.0	3.0	23.0	6.0
6. Programs for Physically Handicapped Children and Children With Special Health Problems	8.0	None*	13.0	None*

TABLE 99 (Continued)

Programs and Services	Staffing Requirements (Full-Time Equivalency) Short-Range Professional	Short-Range Non-Certificated	Long-Range Professional	Long-Range Non-Certificated
7. Consultant, Programs for Exceptional Children of Pre-School Age	1.0	None*	1.0	None*
8. Coordinator, Homebound Instruction Program	1.0	None*	5.0	1.0
9. Consultant, Programs for Gifted Children	1.0	None	1.0	None*
10. Programs for Partially Sighted and Blind Children	3.0	0.5	5.0	0.5
11. Programs for Hard-of-hearing and Deaf Children	7.0	1.5	12.0	3.0
12. Programs for Speech-Handicapped Children	21.0	3.0	31.0	4.0
13. School Social Work Services	5.0	2.0	9.0	3.0
14. Consultant, Programs for Children With Specific Learning Disabilities	None	None*	1.0	None*
TOTAL	94.0	16.0	156.0	22.5

*Secretarial/Clerical Pool

Projected Incidence of Handicapping Conditions

The projected incidence of handicapping conditions in the seven county school systems for the years 1970, 1975, and 1980 in nine categories of exceptionality are shown in Table 101 through Table 109. Projections for the state of Iowa are shown in Table 100.

Projections are shown for the following nine categories of exceptionality:

1. Educable mentally retarded
2. Trainable mentally retarded
3. Emotionally disturbed
4. Physically handicapped and special health problems
5. Partially-sighted
6. Blind (Braille student)
7. Hearing handicapped
8. Deaf
9. Speech handicapped

The projections are based on the projected general population of the seven political counties and not the county school systems, the boundaries of which vary slightly.[1]

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[1] John A. Doerflinger, "County Projections of Population to 1980," Education in Iowa: A Description and Analysis Emphasizing Economic Variables, Report of Research Committee on Economics of Education, Preliminary Report, Iowa State University, Ames, Iowa, February, 1964.

TABLE 100

INCIDENCE OF HANDICAPPING CONDITIONS, BY TYPE AND SCHOOL PLACEMENT*

Classification	Possible School Placement	Approximate Number In School Age Population	Estimated Per Cent of Incidence
Physically Handicapped and Special Health Problems	Special class for physically handicapped children in elementary or secondary school; home or hospital instruction; regular class if condition is mild; electrical school-to-home instruction; hospital instruction.	1 or 2 in each 100	1.5
Educable Mentally Retarded	Special class in elementary and/or secondary schools	2 in each 100	2.0
Trainable Mentally Retarded	Special class in elementary school or other approved facilities	1 in each 300	.33
Partially Seeing	Public school with special help. Iowa Braille and Sight Saving School	1 in each 500	.2
Blind (Braille Student)	Public school with special help. Iowa Braille and Sight Saving School	1 in 3,000 to 4,000	.03

TABLE 100 (Continued)

Classification	Possible School Placement	Approximate Number In School Age Population	Estimated Per Cent of Incidence
Deaf	Iowa School for the Deaf; residential school; class for deaf in elementary or secondary school	1 in each 2,000	.1
Hearing Handicapped	Special class in elementary or secondary school; lip-reading and auditory training while in regular class	2 in each 100	2.0
Speech Handicapped	Regular or special class with provision for speech therapy	5 or more in each 100	6.0
Emotionally Disturbed	Regular class - special teacher; special class for emotionally disturbed; residential school	3 to 5 in each 100	3.0
TOTAL			15.16

*Source: State Department of Public Instruction

TABLE 101

PROJECTED INCIDENCE OF HANDICAPPING CONDITIONS, RESA NO. X

CLASSIFICATION: EDUCABLE MENTALLY RETARDED
Estimated Incidence Rate - - 2 percent

	0 - 4 Years		5 - 9 Years		10 - 14 Years		15 - 24 Years		25 - 44 Years		45 - 64 Years		65 & Over	
	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number
Benton														
1970	2,677	54	2,394	48	2,427	49	3,499	70	4,735	95	4,845	97	2,931	59
1975	3,047	61	2,746	55	2,538	51	3,392	68	5,151	103	4,334	87	2,988	60
1980	2,884	58	2,549	51	2,178	44	3,817	76	4,674	93	4,773	95	2,906	58
Cedar														
1970	2,085	42	1,767	35	1,933	38	2,723	54	3,637	73	3,842	77	2,263	45
1975	2,871	57	1,916	38	1,606	32	3,008	60	3,790	76	3,719	74	2,303	46
1980	2,485	50	2,102	42	2,101	42	2,746	55	4,214	84	3,418	68	2,312	46
Iowa														
1970	1,906	38	1,617	32	1,750	35	2,490	50	3,281	66	3,598	72	2,023	40
1975	2,074	41	1,737	35	1,476	30	2,720	54	3,410	68	3,425	69	2,072	41
1980	2,193	44	1,890	38	1,873	37	2,487	50	3,663	73	3,154	63	2,140	43
Johnson														
1970	8,841	177	5,545	111	4,961	99	20,505	410	14,580	292	9,270	185	5,162	103
1975	10,993	220	6,710	134	7,651	153	19,907	398	18,618	372	9,500	190	5,539	111
1980	12,918	258	8,343	167	6,847	137	25,674	513	21,419	428	9,476	190	5,834	117
Jones														
1970	2,381	48	2,177	44	2,160	43	3,849	77	4,614	92	4,106	82	2,420	48
1975	2,609	52	2,349	47	2,100	42	4,019	80	4,779	95	4,169	83	2,404	48
1980	2,822	56	2,572	51	2,323	46	3,823	76	5,437	109	3,890	78	2,468	49
Linn														
1970	23,801	476	18,617	372	18,215	364	32,851	657	44,635	892	30,331	606	14,696	293
1975	30,360	61	23,014	46	19,996	40	41,592	82	53,817	107	32,858	66	15,456	30
1980	38,426	768	29,356	587	25,940	518	46,164	923	69,775	1,395	35,921	718	16,233	324
Washington														
1970	1,986	40	1,755	35	1,843	37	2,699	54	3,590	72	3,863	77	2,731	55
1975	2,079	42	1,795	36	1,564	31	2,821	56	3,487	70	3,701	74	2,750	55
1980	2,129	43	1,879	38	1,773	35	2,428	49	3,711	74	3,381	68	2,649	53
TOTAL														
1970	43,677	875	33,872	677	33,289	665	68,586	1,372	79,072	1,582	59,855	1,196	32,226	643
1975	53,870	534	40,070	391	36,571	379	77,884	798	92,575	891	62,145	643	33,430	391
1980	64,020	1,277	48,888	974	43,394	859	86,714	1,742	113,370	2,256	63,574	1,280	34,624	690

TABLE 102
PROJECTED INCIDENCE OF HANDICAPPING CONDITIONS, RESA NO. X

CLASSIFICATION: TRAINABLE MENTALLY RETARDED
Estimated Incidence Rate -- .33 per cent

	0 - 4 Years		5 - 9 Years		10 - 14 Years		15 - 24 Years		25 - 44 Years		45 - 64 Years		65 & Over	
	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number
Benton														
1970	2,677	9	2,394	8	2,427	8	3,499	12	4,735	16	4,845	16	2,931	10
1975	2,884	10	2,549	8	2,178	7	3,817	13	4,674	15	4,773	16	2,906	10
1980	3,047	10	2,746	9	2,538	8	3,392	11	5,151	17	4,334	14	2,988	10
Cedar														
1970	2,085	7	1,767	6	1,933	6	2,723	9	3,637	12	3,842	13	2,263	7
1975	2,871	9	1,916	6	1,606	5	3,008	10	3,790	13	3,719	12	2,303	8
1980	2,485	8	2,102	7	2,101	7	2,746	9	4,214	14	3,418	11	2,312	8
Iowa														
1970	1,906	6	1,617	5	1,750	6	2,490	8	3,281	11	3,598	12	2,023	7
1975	2,074	7	1,737	6	1,476	5	2,720	9	3,410	11	3,424	11	2,072	7
1980	2,193	7	1,890	6	1,873	6	2,487	8	3,663	12	3,154	10	2,140	7
Johnson														
1970	8,841	29	5,545	18	4,961	16	20,505	67	14,580	48	9,270	31	5,162	17
1975	10,993	36	6,710	22	7,651	25	19,907	66	18,618	61	9,500	31	5,539	18
1980	12,918	43	8,343	28	6,847	23	25,674	85	21,419	71	9,476	31	5,834	19
Jones														
1970	2,381	8	2,177	7	2,160	7	3,849	13	4,614	15	4,106	14	2,420	8
1975	2,609	9	2,349	8	2,100	7	4,019	13	4,779	16	4,169	14	2,404	8
1980	2,822	9	2,572	8	2,323	8	3,823	13	5,437	18	3,890	13	2,468	8
Linn														
1970	23,801	78	18,617	61	18,215	60	32,851	108	44,635	147	30,331	100	14,696	48
1975	30,360	100	23,014	76	19,996	66	41,592	137	53,817	177	32,858	108	15,456	51
1980	38,426	127	29,356	97	25,940	86	46,164	152	69,775	230	35,921	118	16,233	54
Washington														
1970	1,986	7	1,755	6	1,843	6	2,699	9	3,590	12	3,863	13	2,731	9
1975	2,079	7	1,795	6	1,564	5	2,821	9	3,487	12	3,701	12	2,750	9
1980	2,129	7	1,879	6	1,773	6	2,428	8	3,711	12	3,381	11	2,649	9
TOTAL														
1970	43,677	144	33,872	111	33,289	109	68,586	226	79,072	261	59,855	199	32,226	106
1975	53,870	178	40,070	132	36,571	120	77,884	257	92,575	305	62,145	204	33,420	111
1980	64,020	211	48,888	161	43,394	144	86,714	286	113,370	374	63,574	208	34,624	115

TABLE 103

PROJECTED INCIDENCE OF HANDICAPPING CONDITIONS, RESA NO. X

CLASSIFICATION: EMOTIONALLY DISTURBED
Estimated Incidence Rate -- 3.0 percent

	0 - 4 Years		5 - 9 Years		10 - 14 Years		15 - 24 Years		25 - 44 Years		45 - 64 Years		65 & Over	
	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number
Benton														
1970	2,677	80	2,394	72	2,427	73	3,499	105	4,735	142	4,845	145	2,931	88
1975	2,884	87	2,549	76	2,178	65	3,817	115	4,674	140	4,773	143	2,906	87
1980	3,047	91	2,746	82	2,538	76	3,392	102	5,151	155	4,334	130	2,988	90
Cedar														
1970	2,085	63	1,767	53	1,933	58	2,723	81	3,637	109	3,842	115	2,263	68
1975	2,871	86	1,916	57	1,606	48	3,008	90	3,790	114	3,719	112	2,303	69
1980	2,485	75	2,102	63	2,101	63	2,746	82	4,214	126	3,418	103	2,312	70
Iowa														
1970	1,906	57	1,617	49	1,750	53	2,490	75	3,281	98	3,598	108	2,023	61
1975	2,074	62	1,737	52	1,476	44	2,720	82	2,410	102	3,425	103	2,072	62
1980	2,193	66	1,890	57	1,873	56	2,487	74	3,663	109	3,154	95	2,140	64
Johnson														
1970	8,841	265	5,545	166	4,961	149	20,505	615	14,580	437	9,270	278	5,162	155
1975	10,993	330	6,710	201	7,651	230	19,907	597	18,618	559	9,500	285	5,539	166
1980	12,918	388	8,343	250	6,847	205	25,674	770	21,419	642	9,476	284	5,834	175
Jones														
1970	2,381	71	2,177	65	2,160	65	3,849	115	4,614	138	4,106	123	2,420	73
1975	2,609	78	2,349	70	2,100	63	4,019	121	4,779	143	4,169	125	2,404	72
1980	2,822	85	2,572	77	2,323	70	3,823	115	5,437	163	3,890	117	2,468	74
Linn														
1970	23,801	714	18,617	558	18,215	546	32,851	985	44,635	1,339	30,331	909	14,696	441
1975	30,360	910	23,014	390	19,996	600	41,592	1,247	53,817	1,614	32,858	985	15,456	463
1980	38,426	1,152	29,356	880	25,940	778	46,164	1,385	69,775	2,093	35,921	1,077	16,233	487
Washington														
1970	1,986	60	1,755	53	1,843	55	2,699	81	3,590	108	3,863	116	2,731	82
1975	2,079	62	1,795	54	1,564	47	2,821	85	3,487	105	3,701	111	2,750	83
1980	2,129	64	1,879	56	1,773	53	2,428	73	3,711	111	3,381	101	2,649	79
TOTAL														
1970	43,677	1,310	33,872	963	33,289	944	68,586	2,057	79,072	2,263	59,855	1,678	32,226	886
1975	53,870	1,562	40,070	846	36,571	1,050	77,884	2,252	92,575	1,163	62,145	1,864	33.430	1,002
1980	64,020	1,921	48,888	1,465	43,394	1,301	86,714	2,601	113,370	3,399	63,574	1,907	34,624	1.039

TABLE 104

PROJECTED INCIDENCE OF HANDICAPPING CONDITIONS, RESA NO. X

CLASSIFICATION: PHYSICALLY HANDICAPPED AND SPECIAL HEALTH PROBLEMS

Estimated Incidence Rate - - 1.5 percent

	0 - 4 Years		5 - 9 Years		10 - 14 Years		15 - 24 Years		25 - 44 Years		45 - 64 Years		65 & Over	
	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number
Benton														
1970	2,677	40	2,394	36	2,427	36	3,499	52	4,735	71	4,845	73	2,931	44
1975	2,884	43	2,549	38	2,178	32	3,817	57	4,674	70	4,773	72	2,906	44
1980	3,047	46	2,746	41	2,538	38	3,392	51	5,151	77	4,334	65	2,988	45
Cedar														
1970	2,085	31	1,767	26	1,933	29	2,723	41	3,637	55	3,842	58	2,263	34
1975	2,871	43	1,916	29	1,606	24	3,008	45	3,790	57	3,719	56	2,303	35
1980	2,485	37	2,102	32	2,101	32	2,746	41	4,214	63	3,418	51	2,312	35
Iowa														
1970	1,906	29	1,617	24	1,750	26	2,490	37	3,281	49	3,598	54	2,023	30
1975	2,074	31	1,737	26	1,476	22	2,720	41	3,410	51	3,425	51	2,072	31
1980	2,193	33	1,890	28	1,873	28	2,487	37	3,663	55	3,154	47	2,140	32
Johnson														
1970	8,841	132	5,545	83	4,961	74	20,505	308	14,580	219	9,270	139	5,162	77
1975	10,993	154	6,710	101	7,651	115	19,907	299	18,618	279	9,500	143	5,539	83
1980	12,918	194	8,343	125	6,847	103	25,674	385	21,419	321	9,476	142	5,834	87
Jones														
1970	2,381	36	2,177	33	2,160	32	3,849	58	4,614	69	4,106	62	2,420	36
1975	2,609	39	2,349	35	2,100	32	4,019	60	4,779	72	4,169	63	2,404	36
1980	2,822	42	2,572	39	2,323	35	3,823	57	5,437	82	3,890	58	2,468	37
Linn														
1970	23,801	357	18,617	279	18,215	273	32,851	492	44,635	670	30,331	455	14,696	220
1975	30,360	455	23,014	345	19,996	300	41,592	624	53,817	807	32,858	492	15,456	232
1980	38,426	576	29,356	440	25,940	389	46,164	692	69,775	1,046	35,921	538	16,233	243
Washington														
1970	1,986	30	1,755	26	1,843	28	2,699	40	3,590	54	3,863	58	2,731	41
1975	2,079	31	1,795	27	1,564	23	2,821	42	3,487	52	3,701	56	2,750	41
1980	2,129	32	1,879	28	1,773	27	2,428	36	3,711	56	3,381	51	2,649	40
TOTAL														
1970	43,677	655	33,872	507	33,289	498	68,586	1,028	79,072	1,187	59,855	899	32,226	482
1975	53,870	796	40,070	601	36,571	548	77,884	1,168	92,575	1,388	62,145	933	33,430	502
1980	64,020	960	48,888	733	43,394	652	86,714	1,299	113,370	1,700	63,574	953	34,624	519

TABLE 105

PROJECTED INCIDENCE OF HANDICAPPING CONDITIONS, RESA NO. X

CLASSIFICATION: PARTIALLY SEEING
Estimated Incidence Rate -- .2 percent

	0 - 4 Years		5 - 9 Years		10 - 14 Years		15 - 24 Years		25 - 44 Years		45 - 64 Years		65 & Over	
	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number
Benton														
1970	2,677	5	2,394	5	2,427	5	3,499	7	4,735	9	4,845	10	2,931	6
1975	2,884	6	2,549	5	2,178	4	3,817	8	4,674	9	4,773	10	2,906	6
1980	3,047	6	2,746	5	2,538	5	3,392	7	5,151	10	4,334	9	2,988	6
Cedar														
1970	2,085	4	1,767	3	1,933	4	2,723	5	3,637	7	3,842	8	2,263	5
1975	2,871	6	1,916	4	1,606	3	3,008	6	3,790	8	3,719	7	2,303	5
1980	2,485	5	2,102	4	2,101	4	2,746	5	4,214	8	3,418	7	2,312	5
Iowa														
1970	1,906	4	1,617	3	1,750	4	2,490	5	3,281	7	3,598	7	2,023	4
1975	2,074	4	1,737	3	1,476	3	2,720	5	3,410	7	3,425	7	2,072	4
1980	2,193	4	1,890	4	1,873	4	2,487	5	3,663	7	3,154	6	2,140	4
Johnson														
1970	8,841	18	5,545	11	4,961	10	20,505	41	14,580	29	9,270	19	5,162	10
1975	10,993	22	6,710	13	7,651	15	19,907	40	18,618	37	9,500	19	5,539	11
1980	12,918	26	8,343	17	6,847	14	25,674	51	21,419	43	9,476	19	5,834	12
Jones														
1970	2,381	5	2,117	4	2,160	4	3,849	8	4,614	9	4,106	8	2,420	5
1975	2,609	5	2,349	5	2,100	4	4,019	8	4,779	9	4,169	8	2,404	5
1980	2,822	6	2,572	5	2,323	4	3,823	7	5,437	11	3,890	7	2,468	5
Linn														
1970	23,801	47	18,617	37	18,215	36	32,851	66	44,635	89	30,331	61	14,696	29
1975	30,360	60	23,014	46	19,996	40	41,592	83	53,817	107	32,858	66	15,456	31
1980	38,426	77	29,940	52	25,940	52	46,164	92	69,775	139	35,921	72	16,233	32
Washington														
1970	1,986	4	1,755	4	1,843	4	2,699	5	3,590	7	3,863	8	2,731	6
1975	2,079	4	1,795	4	1,564	3	2,821	6	3,487	7	3,701	7	2,750	6
1980	2,129	4	1,879	4	1,773	4	2,428	5	3,711	7	3,381	8	2,649	5
TOTAL														
1970	43,677	87	33,872	67	33,289	67	68,586	137	79,072	157	59,855	121	32,226	65
1975	53,870	107	40,070	80	36,571	72	77,884	156	92,575	184	62,145	124	33,430	68
1980	64,020	118	48,888	91	43,394	87	86,714	172	113,370	225	63,574	128	34,624	69

TABLE 106

PROJECTED INCIDENCE OF HANDICAPPING CONDITIONS, RESA NO. X

CLASSIFICATION: BLIND (BRAILLE STUDENT)
Estimated Incidence Rate -- .03 percent

	0 - 4 Years		5 - 9 Years		10 - 14 Years		15 - 24 Years		25 - 44 Years		45 - 64 Years		65 & Over	
	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number
Benton														
1970	2,677	8	2,394	7	2,427	7	3,499	10	4,735	14	4,845	14	2,931	8
1975	2,884	0.9	2,549	0.8	2,178	0.7	3,817	1	4,674	1	4,773	1	2,906	0.8
1980	3,047	0.9	2,746	0.8	2,538	0.7	3,392	1	5,151	2	4,334	1	2,988	0.9
Cedar														
1970	2,085	0.6	1,767	0.5	1,933	0.6	2,723	0.8	3,637	1	3,842	1	2,263	0.7
1975	2,871	0.8	1,916	0.6	1,606	0.5	3,008	0.9	3,790	1	3,719	1	2,303	0.7
1980	2,485	0.7	2,102	0.6	2,101	0.6	2,746	0.8	4,214	1	3,418	1	2,312	0.7
Iowa														
1970	1,906	0.6	1,617	0.5	1,750	0.5	2,490	0.7	3,281	1	3,598	1	2,023	0.6
1975	2,074	0.6	1,737	0.5	1,476	0.4	2,720	0.8	3,410	1	3,425	1	2,072	0.6
1980	2,193	0.7	1,890	0.6	1,873	0.6	2,487	0.7	3,663	1	3,154	0.9	2,140	0.6
Johnson														
1970	8,841	3	5,545	2	4,961	1	20,505	6	14,580	4	9,270	3	5,162	2
1975	10,993	3	6,710	2	7,651	2	19,907	6	18,618	6	9,500	3	5,539	2
1980	12,918	4	8,343	3	6,847	2	25,674	8	21,419	6	9,476	3	5,834	2
Jones														
1970	2,381	1	2,177	1	2,160	1	3,849	1	4,614	1	4,106	1	2,420	1
1975	2,609	1	2,349	1	2,100	1	4,019	1	4,779	1	4,169	1	2,404	1
1980	2,822	1	2,572	1	2,323	1	3,823	1	5,437	2	3,890	1	2,468	1
Linn														
1970	23,801	7.1	18,617	5.6	18,215	5.5	32,851	9.8	44,635	13.3	30,331	9.1	14,696	4.4
1975	30,360	9.1	23,014	6.9	19,996	6	41,592	12.4	53,817	16.1	32,858	9.8	15,456	4.6
1980	38,426	11.5	29,356	8.8	25,940	7.8	46,164	13.8	69,775	20.9	35,921	10.7	16,233	4.8
Washington														
1970	1,936	1	1,755	1	1,843	1	2,699	1	3,590	1	3,863	1	2,731	1
1975	2,079	1	1,795	1	1,564	0	2,821	1	3,487	1	3,701	1	2,750	1
1980	2,129	0.6	1,879	0.5	1,773	0.5	2,428	0.7	3,711	11	3,381	11	2,649	8
TOTAL														
1970	43,677	21.3	33,872	17.6	33,289	16.6	68,586	29.3	79,072	35.3	59,855	30.1	32,226	17.7
1975	53,870	16.4	40,070	12.8	36,571	10.6	77,884	23.1	92,575	27.1	62,145	17.8	33,430	10.7
1980	64,020	19.4	48,888	15.3	43,394	13.2	86,714	18.8	113,370	43.9	63,574	28.6	34,624	18.0

TABLE 107

PROJECTED INCIDENCE OF HANDICAPPING CONDITIONS, RESA NO. X

CLASSIFICATION: HEARING HANDICAPPED

Estimated Incidence Rate -- 2.0 percent

	0 - 4 Years		5 - 9 Years		10 - 14 Years		15 - 24 Years		25 - 44 Years		45 - 64 Years		65 & Over	
	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number
Benton														
1970	2,677	54	2,394	48	2,427	49	3,499	70	4,735	95	4,845	95	2.931	59
1975	2,884	58	2.549	51	2,178	44	3,817	76	4,674	93	4,773	95	2.906	58
1980	3,047	61	2,746	55	2,538	51	3,392	68	5,151	103	4,334	87	2.988	60
Cedar														
1970	2,085	42	1,767	35	1,933	39	2,723	54	3,637	73	3,842	77	2,263	45
1975	2,871	57	1,916	38	1,606	32	3,008	60	3,790	76	3,719	74	2.303	46
1980	2.485	50	2,102	42	2,101	42	2,746	55	4,214	84	3,418	68	2,312	46
Iowa														
1970	1,906	38	1,617	32	1,750	35	2,490	50	3,281	66	3,598	72	2,023	40
1975	2,074	41	1,737	35	1,476	30	2,720	54	3.410	68	3,425	69	2,072	41
1980	2,193	44	1,890	38	1,873	37	2,487	50	3,663	73	3,154	63	2.140	42
Johnson														
1970	8,841	177	5,545	111	4,961	99	20,505	410	14,580	291	9,270	185	5,162	103
1975	10,993	220	6,710	134	7,651	153	19,907	398	18,618	372	9,500	190	5,539	111
1980	12,918	258	8,343	167	6,847	137	25,674	513	21,419	428	9,476	190	5.834	117
Jones														
1970	2,381	47	2,177	43	2,160	43	3.849	76	4,614	92	4,106	82	2,420	48
1975	2,609	52	2,349	46	2,100	42	2,019	80	4,779	95	4,169	83	2,404	48
1980	2,822	56	2,572	51	2,323	46	3,823	76	5,437	108	3,890	77	2,468	49
Linn														
1970	23,801	476	18,617	372	18,215	364	32,851	657	44,635	892	30,331	606	14,696	294
1975	30,360	607	23,014	460	19,996	398	41,592	831	53,817	1,076	32,858	657	15,456	309
1980	38,426	768	29,356	587	25,940	518	46,164	923	69,775	1,395	35,921	718	16,233	324
Washington														
1970	1,986	40	1,755	35	1,843	37	2,699	54	3,590	72	3,863	77	2,731	55
1975	2,079	42	1,795	36	1,564	31	2,821	56	3,487	70	3,701	74	2.750	55
1980	2,129	43	1,879	38	1,773	35	2,428	49	3,711	74	3,381	68	2,649	53
TOTAL														
1970	43,677	874	33,872	676	33,289	666	68,586	1,371	79,072	1,581	59,855	1,194	32,226	644
1975	53,870	1,077	40,070	800	36,571	730	77,884	1,555	92,575	1,850	62,145	1.242	33.430	668
1980	64,020	1,280	48,888	978	43,394	831	86,714	1,734	113.370	2,265	63,574	1.271	34.624	691

TABLE 108

PROJECTED INCIDENCE OF HANDICAPPING CONDITIONS, RESA NO. X

CLASSIFICATION: DEAF

Estimated Incidence Rate - - .1 percent

	0 - 4 Years		5 - 9 Years		10 - 14 Years		15 - 24 Years		25 - 44 Years		45 - 64 Years		65 & Over	
	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number
Benton														
1970	2,677	3	2,394	2	2,427	2	3,499	3	4,735	5	4,845	5	2,931	3
1975	2,884	3	2,549	3	2,178	2	3,817	4	4,674	5	4,773	5	2,906	3
1980	3,047	3	2,746	3	2,538	3	3,392	3	5,151	5	4,334	4	2,988	3
Cedar														
1970	2,085	2	1,767	2	1,933	2	2,723	3	3,637	4	3,842	4	2,263	2
1975	2,871	3	1,916	2	1,606	2	3,008	3	2,790	4	3,719	4	2,303	2
1980	2,485	2	2,102	2	2,101	2	2,756	3	4,214	4	3,418	3	2,312	2
Iowa														
1970	1,906	2	1,617	2	1,750	2	2,490	2	3,281	3	3,598	4	2,023	2
1975	2,074	2	1,737	2	1,476	1	2,720	3	3,410	3	3,425	3	2,072	2
1980	2,193	2	1,890	2	1,873	2	2,487	2	3,663	4	3,154	3	2,140	2
Johnson														
1970	8,841	9	5,545	6	4,961	5	20,505	21	14,580	15	9,270	9	5,162	5
1975	10,993	11	6,710	7	7,651	7	19,907	20	18,618	19	9,500	10	5,539	6
1980	12,918	13	8,343	8	6,847	7	25,674	26	21,419	21	9,476	9	5,834	6
Jones														
1970	2,381	2	2,177	2	2,160	2	3,849	4	4,614	5	4,106	4	2,420	2
1975	2,609	3	2,349	2	2,100	2	4,019	4	4,779	5	4,169	4	2,404	2
1980	2,822	3	2,572	3	2,323	2	3,823	4	5,437	5	3,890	4	2,468	2
Linn														
1970	23,801	24	18,617	19	18,215	18	32,851	33	44,635	45	30,331	30	14,696	15
1975	30,360	30	23,014	23	19,996	20	41,592	41	53,817	53	32,858	33	15,456	15
1980	38,426	38	29,356	29	25,940	26	46,164	46	69,775	70	35,921	36	16,233	16
Washington														
1970	1,986	2	1,755	2	1,843	2	2,699	3	3,590	4	3,863	4	2,731	3
1975	2,079	2	1,795	2	1,564	2	2,821	3	3,487	3	3,701	4	2,750	3
1980	2,129	2	1,879	2	1,773	2	2,428	2	3,711	4	3,381	3	2,649	3
TOTAL														
1970	43,677	44	33,872	35	33,289	33	68,586	69	79,072	81	59,855	60	32,226	32
1975	53,870	54	40,070	41	36,571	36	77,884	78	92,575	92	62,145	63	33,430	33
1980	64,020	63	48,888	49	43,394	44	86,714	86	113,370	113	63,574	62	34,624	34

TABLE 109

PROJECTED INCIDENCE OF HANDICAPPING CONDITIONS, RESA NO. X

CLASSIFICATION: SPEECH HANDICAPPED
Estimated Incidence Rate -- 6.0 percent

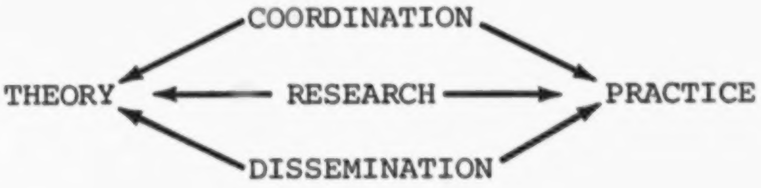
	0 - 4 Years		5 - 9 Years		10 - 14 Years		15 - 24 Years		25 - 44 Years		45 - 65 Years		65 & Over	
	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number	Gross Pop.	Estimated Number
Benton														
1970	2,677	161	2,394	144	2,427	146	3,499	210	4.735	284	4,845	291	2,931	176
1975	2,884	173	2,549	153	2,178	131	3,817	229	4,674	280	4,773	286	2,906	174
1980	3,047	183	2,746	165	2,538	152	3,392	204	5,151	309	4,334	260	2,988	179
Cedar														
1970	2,085	125	1,767	106	1,933	116	2,723	163	3,637	218	3,842	231	2,263	136
1975	2,871	172	1,916	115	1,606	96	3,008	180	3,790	227	3,719	223	2,303	138
1980	2,485	149	2,102	126	2,101	126	2,746	165	4,214	253	3,418	205	2,312	139
Iowa														
1970	1,906	114	1,617	97	1,750	105	2,490	149	3.281	197	3,598	216	2,023	121
1975	2,074	124	1,737	104	1,476	89	2,720	163	3,410	205	3,425	206	2,072	124
1980	2,193	132	1,890	113	1,873	112	2,487	149	3,663	220	3,154	189	2,140	128
Johnson														
1970	8,841	530	5,545	332	4,961	298	20,505	1,230	14,580	875	9,270	556	5,162	310
1975	10,993	660	6,710	403	7,651	459	19,907	1,194	18,618	1.117	9,500	570	5,539	332
1980	12,918	775	8,343	501	6,847	411	25,674	1,540	21,419	1,285	9,476	569	5,834	350
Jones														
1970	2,381	142	2,177	131	2,160	130	3,849	231	4,614	277	4,106	246	2,420	145
1975	2,609	157	2,349	141	2,100	126	4,019	241	4,779	287	4,169	250	2,404	144
1980	2,822	169	2,572	154	2,323	139	3,823	229	5,437	326	3,890	233	2,468	148
Linn														
1970	23,801	1.428	18,617	1,117	18,215	1,092	32,851	1,971	44,635	2,678	30,331	1,819	14,696	881
1975	30,360	1,821	23,014	1,380	19,996	1,199	41,592	2,495	53,817	3,229	32,858	1,971	15,456	927
1980	38,426	2,305	29,356	1,761	25,940	1,556	46,164	2,769	69,775	4,186	35,921	2,155	16,233	974
Washington														
1970	1,986	119	1,755	105	1,843	111	2,699	162	3,590	215	3,863	232	2,731	164
1975	2,079	125	1,795	108	1,564	94	2,821	169	3,487	209	3,701	222	2,750	165
1980	2,129	128	1,879	113	1,773	106	2,428	146	3,711	223	3,381	203	2,649	159
TOTAL														
1970	43,677	2,619	33,872	2,032	33,289	1,998	68,586	4,116	79,072	4,744	59,855	3.591	32,226	1,933
1975	53,870	3,232	40,070	2,296	36,571	2,100	77,884	4,502	92,575	5,345	62,145	3,728	33,430	1.839
1980	64.020	3,841	48,888	2,820	43,394	2,496	86,714	5,202	113,370	6,802	63,574	3,611	34,624	1,918

VII. RESEARCH AND DEVELOPMENT PROGRAMS AND SERVICES

A Brief Statement of the Need

Educational research is a main form of investing in the educational process. Yet few school districts are able to engage in necessary research and development programs because of limited human or financial resources. While colleges and universities and professional organizations do contribute greatly to educational research, it is recognized that a definite lag exists in the implementation of the findings of this research.

It is in the area of research and development that RESA No. X can make a major contribution. The role of RESA No. X is visualized as follows:



The agency is in a key position to develop theory into practice, to conduct action research in the examination of current educational practices, and to coordinate and disseminate the finding of research. This will prove to be a major contribution to education and exemplifies the regional educational service agency's vital role in the state system of education.

In this function it is recommended that RESA No. X cooperate with colleges and universities and professional organizations in research activities. Further, it can serve to coordinate and facilitate research activities to be conducted in the local school districts in the area served by the unit.

Research and Development Programs and Services

Recommended Guidelines. It is recommended that RESA No. X conduct research and development programs for local school districts and the State Department of Public Instruction concerning suggested topics in each of the five areas below:

1. Administration and business management
    - a. Administrative organization
    - b. Budget analysis and accounting procedures
    - c. Cost studies
    - d. Long-range financial planning

  - e. Food service programs
  - f. Transportation programs
  - g. Maintenance and custodial services
  - h. Long-range physical facilities planning
  - i. Enrollment trends
  - j. Community surveys
  - k. Staffing ratios and practices
  - l. Federal programs
  - m. Insurance programs

2. Staff personnel

   - a. Salary schedules
   - b. Other compensatory provisions, such as professional and personal leave practices, reimbursement for travel and other professional activities, and vacations and holidays
   - c. Recruitment practices
   - d. Induction and orientation practices
   - e. In-service programs
   - f. Teacher and staff qualifications
   - g. Teacher load and assignment practices
   - h. Teacher turnover
   - i. Assignment practices of non-certificated personnel
   - j. Professional negotiation practices
   - k. Contract year and related considerations

3. Curriculum and instruction

   - a. Educational objectives at different levels
   - b. Evaluation of various types of organizational and grouping practices
   - c. Pupil/teacher ratios
   - d. Class size
   - e. Use of special teachers
   - f. Time allotments in various subject areas
   - g. Pilot projects in various curricular areas
   - h. Evaluation of instructional methods in elementary and secondary education
   - i. Evaluation of instructional materials for use in elementary and secondary education
   - j. Evaluation of educational media instructional methods and equipment
   - k. Development of local school district norms for standardized tests
   - l. Development of regional norms for standardized tests
   - m. Evaluation of teacher-made tests
   - n. Grade reporting practices

4. Student personnel

    a. Evaluation of student attendance practices
    b. Dropout studies
    c. Graduate follow-up studies
    d. Special studies such as environmental factors, student attitudes, extra-curricular participation, course selection and career orientation

5. Special education

    a. Pilot project in various curricular areas
    b. Evaluation of instructional methods and materials for use in special education
    c. Evaluation of testing procedures for special education students
    d. Follow-up studies

Long-Range Development. It is recommended that the research and development programs encompassed in the above guidelines be developed as soon as possible. It is recommended that research and development programs in the area of curriculum and instruction be given initial priority along with supportive activities to other divisions of the regional unit.

In addition to the Director of Research and Development, it is anticipated that a research specialist in each of the five areas will be required. These researchers, in addition to complementing each other's activities, will call upon other members of the staff of RESA No. X. In addition, extensive use of outside consultants will be necessary. The use of the Iowa Center for Research in School Administration, The University of Iowa to conduct research projects and to serve as a link with other resources of the university should be encouraged. It is estimated that the research specialists in the areas of administration and business management, staff personnel, and curriculum and instruction will each require a half-time secretary. It is estimated that the research specialists in student personnel and special education will together require one half-time secretary. Thus a total of three full-time secretaries are anticipated for the division.

Several desk calculators are the only major special equipment needs anticipated, as the facilities and resources of the data processing center can be utilized.

It is also recommended that RESA No. X explore the possibility of jointly establishing one or more research internships with The University of Iowa.

Short-Range Development. The director of the Division of Research and Development during the initial year should devote considerable attention to planning and implementing research and development activities in the various areas recommended. It is important that local school districts receive orientation to the activities of the division and that their recommendations concerning needed research and development programs be secured. A half-time secretary should be employed initially.

Summary

Staffing Requirements. As shown in Table 110, the recommended short-range staffing requirements for the division consist of a director of the division and one half-time secretary. The recommendations for long-range staffing of the division call for the addition of five research specialists and two and one-half additional secretaries.

Special Equipment Requirements. The facilities of the data processing center will be extensively utilized. The acquisition of desk calculators is the major special equipment need of the division.

VIII. GUIDELINES FOR THE EVALUATION OF PROGRAMS AND SERVICES

The need for the continuous evaluation of the programs and services of Regional Educational Service Agency No. X is critical to the success of the service agency. The evaluation of the programs of the service agency should be viewed as a basic, if not the most important, function of the board of education and staff of the unit.

The crucial need for evaluating the programs and services of the service unit stems in large part from the following:

1. The need to justify the establishment and maintenance of programs and services.

2. The need to justify the establishment of programs and services which are consistent with the role and function of the regional service agency in the state system of public education.

3. The need to plan for the continued improvement of programs and services to meet the changing educational needs of local school districts.

TABLE 110

ESTIMATED SHORT-RANGE AND LONG-RANGE STAFFING REQUIREMENTS FOR THE DIVISION OF RESEARCH AND DEVELOPMENT PROGRAMS AND SERVICES

	Staffing Requirements (Full-Time Equivalency)			
	Short-Range		Long-Range	
Programs and Services	Professional	Non-Certificated	Professional	Non-Certificated
Director	1.0	0.5	1.0	1.0
1. Administration and Business Management	None	None*	1.0	0.5
2. Staff Personnel	None	None*	1.0	0.5
3. Curriculum and Instruction	None	None*	1.0	0.5
4. Student Personnel	None	None*	1.0	0.2
5. Special Education	None	None*	1.0	0.3
TOTAL	1.0	0.5	6.0	3.0

*Secretarial/Clerical Pool

4. The need for the development of highly specialized programs and services.

5. The need for the development of yardsticks upon which to allocate human and financial resources.

If the evaluation of programs and services of RESA No. X is to be an intelligent and critical appraisal, then a systematic and well conceived procedure for evaluating the educational program must be used. In the following sections, guidelines are offered concerning criteria which should be used in the evaluation process. When the evaluation of programs and services is conceived in the manner set forth in the following criteria, the process becomes an integral part of the programs and services of the service agency rather than something which occurs after a program or service has been established.

1. Evaluation should be based on stated objectives. It is important that objectives of the programs and services of the unit be developed. Further, the objectives must be specific enough that they are agreed upon by the governing board and staff of the service unit as representing the general goals of the institution and have common meaning to the board and staff, and to constituent local school districts. These two qualities are essential if the stated objectives are to provide a useful framework for appraising and evaluating programs and services of the service unit.

2. Evaluation should be a continuous activity. The effective evaluation of the programs and services of RESA No. X should provide a long-range view and assessment of the needs of local school districts and the role of the service agency in the state school system. Policies should be adopted and procedures established through which data bearing on these needs are brought to the attention of the governing board and staff of the service agency on a regular systematic basis. The continuous gathering of data followed by objective analysis culminating in sound decision-making is required.

3. Evaluation should be comprehensive. All aspects of the service agency should be weighted in the evaluation process and every effort made to avoid tunnel vision. Evaluation should be organized along a planned, logical, sequential time schedule. The programs and services of the service center are complex and the total program must be thoroughly studied if the evaluation of any specific program or service is to be truly comprehensive.

The evaluation must be concerned with all domains of the program or service, namely, the structure, process, and product of the program or service. Exact measurement and concrete objective data are desirable and should be utilized whenever possible. Yet many of the most highly prized values of the service agency's programs and services are intangible and cannot be measured precisely. In such cases, the analysis must be based on a pooling of experience and judgment, and other appropriate subjective information.

4. Evaluation should be a cooperative process. To be of maximum value, evaluation should be a cooperative process involving the governing board, staff members, local school district personnel, personnel of other agencies, and consultants.

5. Evaluation should involve appropriate measuring instruments. As stated previously, exact measurement and concrete objective data should be utilized whenever possible. For those aspects of the service agency's program which do not lend themselves to precise measurement, the judgments and opinions of the many persons concerned with a program are relevant in appraising and evaluating the institution's program.

Judgments and opinions may be based upon reports secured from personnel and other interested individuals through interviews, inventories, and questionnaires; they may be based upon observations of the program in action; study of documentary evidence; or upon the systematic application of criteria designed for this purpose.

The designing of measuring instruments to serve the above purposes must be done with great care. The instruments selected should be reliable, well validated, and geared to the stated objectives of the program or service. The use of these activities for securing evidence is justifiable only if they are as objective as the methodology and the nature of the program or service permit, and are employed in a planned manner.

CHAPTER XVII

GUIDELINES FOR THE RECRUITMENT, INDUCTION, DEVELOPMENT AND EVALUATION OF STAFF PERSONNEL OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

I. INTRODUCTION

Much of the success of the operation of Regional Educational Service Agency No. X will depend upon the caliber of personnel comprising the staff.

It is the purpose of Chapter XVII to propose guidelines concerning selected aspects of a staffing program including the philosophical commitment for excellence in staffing, administration of the personnel program, recruitment and induction of personnel, personnel policy development, salary schedule development and other compensatory considerations, a planned program for staff development, evaluation of personnel, and professional staff organizations.

II. A PHILOSOPHICAL COMMITMENT FOR EXCELLENCE IN STAFFING

It has been emphasized in this report that the quality of the staff of the regional service agency and the efficiency with which it performs its tasks will determine in large measure whether or not the service agency achieves its vital role in education.

The recruitment, development, and retention of highly competent personnel, then, becomes a crucial concern of the governing board and administrative personnel of the unit. Staffing for excellence should form the framework for such aspects of the organization as the organizational structure of the unit, board policies and administrative rules and regulations, budget considerations, and programs and services.

A philosophical commitment to excellence of staffing requires that the governing board will provide the wherewithal to recruit and attract the most highly qualified personnel available who are specialists in their fields, possessing proficiencies equal to or greater than the personnel of local school districts in the area served. Further, this commitment means that optimal working conditions and compensatory considerations will be provided in order to retain qualified staff and develop their full capabilities.

The commitment to excellence in staffing undergirds the staffing guidelines recommended in the remainder of this chapter.

III. ADMINISTRATION OF THE PERSONNEL PROGRAM

Personnel administration is the complex of specific activities engaged in by the regional agency to secure the greatest possible personnel effectiveness which is consistent with the agency's objectives. These diverse activities include planning, organizing, staffing, directing, coordinating, and budgeting for the recruitment, selection, improvement, and retention of personnel. In the administration of the program, the attainment of the employee's objectives for himself has come to be considered on a plane coordinate with that of achieving the goals of the regional agency.

Need for a Personnel Program

The single objective of personnel administration is to do whatever is required to make certain that all employees have the competence needed for their respective positions, the will to use their abilities in optimum fashion and the working conditions required to achieve the tasks for which the regional service agency exists.

The importance of highly trained competent personnel in the regional educational service agency, as with all educational institutions, requires that the administration of the personnel program be viewed as one of the major functions and responsibilities of the administrative staff of the service unit.

Elements of a Personnel Program

The personnel program of the regional agency should include three broad clusters of activities,namely, determining personnel needs, satisfying personnel needs, and maintaining and improving service. Within each category there are a series of specific activities.

Determining Personnel Needs. Illustrative of the varied functions within this basic activity is the completion of job analysis, the development of position descriptions, position specifications, and position classifications.

Satisfying Personnel Needs. Included in this category is the recruitment and selection of personnel and the orientation, assignment, and supervision of personnel.

Maintaining and Improving Service. Illustrative of the varied functions within this basic activity are activities relating to the development of personnel, appraisal of personnel, and the administration of personnel welfare provisions and policies.

Recommendations

It is recommended that the superintendent of schools administer all aspects of the personnel program as they relate to professional staff and that the assistant superintendent have similar responsibilities for non-certificated personnel for an initial period of two to three years. To be certain, other administrative personnel should play a significant role in various aspects of the personnel program. However, the responsibility for administering the program for professional and non-certificated personnel should rest with the superintendent and assistant superintendent, respectively.

After the initial two or three year period, the board of education and administrative staff should consider the employment of a full-time, professionally trained director of personnel.

IV. RECRUITMENT OF PERSONNEL

It is universally conceded that the quality of an educational institution is dependent upon the character and quality of the personnel who perform the functions of the institution. Thus, quality of staff is a prime consideration in recruitment. In particular, the success of the regional service agency will depend,to a great extent, upon the quality of personnel who are selected to perform the tasks necessary to achieve the stipulated goals of the organization. Educational facilities are important. Money is significant. Leadership is vital. But the single most important element in the educational program is the competency of the personnel charged with the task of effecting desirable changes and providing adequate services to the clientele served by the organization.

The need for a carefully planned program of recruitment is an important consideration if the quality of personnel, both professional and non-certificated, needed and required by the service agency is to be secured. In this section a number of recommendations concerning major aspects of the recruitment process are presented.

Role of the Board of Education in Recruitment

As is true of all educational considerations, the role and function of the board of education in the recruitment process should be one of policy development and appraisal. It is important that the governing board establish conditions and a wholesome environment for administrative action in the recruitment program if the latter is to function effectively in the recruitment process.

By clarifying its intent toward the recruitment program, delegating the administration of the program to the chief administrative officer, and providing the means to achieve the ends, the governing board will have taken major steps in the definition and direction of the recruitment activity.

Role of the Chief Administrative Officer in Recruitment

The leadership role of the chief administrative officer in the recruitment program is an extremely crucial one. Some of his more important obligations are:

1. Providing the board with relevant data, counsel, and recommendations in the development of recruitment policies.

2. Involvement of the staff in the recruitment process.

3. Initiation of studies of immediate and long-range personnel requirements.

4. Formulation of the qualification standards for personnel, with the assistance of the staff.

5. Provision of financial and other assistance in the recruitment of personnel.

6. Study of developments in the manpower field.

7. Establishment of conditions conducive to effective recruitment.

8. Assisting the director of personnel when this position is developed.

Development of Position Descriptions and Position Specifications

Professional Personnel.

Position descriptions and position specifications should be developed for each type of professional staff position in the service agency.

A position description has the purpose of clarifying the nature of the position in order that it might be more accurately identified and definitely titled, understood in terms of all that is involved in the functioning of the position, and classified or grouped in terms of its likeness to other positions. In addition, the job description serves as an aid in recruitment of personnel.

The position description should be detailed and explicit regarding the specific functions and responsibilities for each position.

A position specification is derived from the detailed position description. The content of a position specification should include the general qualifications, preferred training and experience, salary range, and details concerning the contract year. The anticipated effect of carefully developed position descriptions for each professional staff position is the improvement of the recruitment process and facilitation of salary development.

Non-Certificated Personnel. Position descriptions and position specifications should also be developed for all non-certificated personnel employed by the service agency. The need for such descriptive statements, their value, and general format is not unlike that of professional personnel.

It is also recommended that job classifications be completed for non-certificated personnel. This task is an outgrowth of the development of job descriptions and job specifications and involves the classification of positions into groups or classes of jobs. The advantages of this activity are many, including the standardization of terminology and job designations, and the facilitation of the recruitment, training, and promotion of personnel.

Recruitment Activities

A number of recruitment activities should be conducted by the service agency on a continuous and systematic basis. The recruitment activities for professional personnel should include:

1. Contact with college and university placement offices.
2. Contact with other professional placement offices.
3. Visitations to other school systems and service agencies.
4. Individual applications.
5. Use of professional publications.
6. Involvement of other staff members in recruitment activities.
7. Internship programs in a number of fields.

The search for non-certificated personnel could be expected to follow conventional approaches. The location of the two proposed service centers of RESA No. X in two of the state's larger urban areas should expedite the recruitment of non-certificated personnel. Techniques may differ but the needs and purposes of the recruitment process for non-certificated personnel are the same as those for professional personnel.

Recruitment Brochures. It is recommended that RESA No. X develop a recruitment brochure as an aid in recruiting personnel. A brochure, particularly that which is designed for the recruitment of professional personnel, serves as evidence of the importance attached to and the attention given recruitment by the service agency.

The brochure should contain the following types of information:

1. Characteristics of the region.

2. Characteristics of the service agency.

3. Contract information.

4. Salary schedule.

5. Other related benefits.

6. Point of view of the board of education concerning employment opportunities.

7. Point of view of the administrative staff concerning employment opportunities.

8. The objectives of the service agency and a description of programs and services.

9. An application request form.

It is recommended that the recruitment brochure be designed in attractive format, and published in sufficient quantity that it can have varied and wide distribution including dissemination to college and university placement offices and, when appropriate, distribution at professional conferences and conventions.

Joint Recruitment of Professional Personnel

It has been recommended elsewhere in this report that RESA No. X explore the possibility of entering into cooperative agreements with the Area X Community College and other educational institutions in the region for the joint employment of some specialized personnel. If this exploration proves fruitful and the agencies do indeed engage in such joint contractual agreements, then close coordination will be required in the recruitment of personnel for such positions. It appears that this task is not a significant one in that the agencies are assumed to be in need of personnel with the same high standards of professional competency.

Attracting Qualified Personnel

Thus far, the discussion of recruitment activities has centered on the major elements of the recruitment process. It should be noted, however, that RESA No. X will be in a competetive market for highly competent personnel. The service agency must adopt policies and procedures regarding salary and other compensatory considerations, additional benefits, conditions of service, and other conditions of employment which will permit it to compete with post high school educational institutions, local school districts, other professional agencies, and business and industry in the recruitment and retention of both professional and non-certificated personnel.

V. INDUCTION OF PERSONNEL

It is assumed that the service agency can be successful in recruiting highly qualified personnel, but until these individuals become fully cognizant of the work to be performed, as well as the environment in which it is to be performed, they cannot be expected to become fully effective members of the organization. Induction, or orientation, of the employee is the systematic effort to minimize problems confronting new personnel so that they can contribute maximally to the work of the agency while realizing personal and professional satisfaction.

Induction of Professional Personnel

A number of recommendations concerning the induction process are presented. These have been grouped around three stages of the induction process: recommended procedures preceding the beginning of the contract period, recommended procedures during the first period of employment, and recommended procedures during the first year of employment.

Recommended Procedures Preceding the Beginning of the Contract Period. Certain procedures should be undertaken before the employee begins his assignment. These include:

1. Distribution of informational materials such as staff handbooks, board of education policies, calendar, and information on the community.

2. Letters of welcome from the board of education, superintendent, and the appropriate divisional director.

3. Assistance in personal matters.

Recommended Procedures During the First Period of Employment. Certain procedures should be undertaken during the early period of employment. These include:

1. General staff meetings relating to the philosophy of the agency, description of the programs and services and the organization of the agency, and a description of pertinent personnel policies of interest to the new employee.

2. Divisional staff meetings relating to a more detailed and comprehensive description of the above matters.

3. Individual conferences with personnel.

4. Tour of the facilities.

5. A social function for all personnel.

It is recommended that the above orientation sessions extend over a period of three to five days.

Recommended Procedures During the First Year of Employment. Certain aspects of the induction process can be effectively provided for as the contract year proceeds, and can contribute significantly to the induction process. These include:

1. Bi-weekly staff meetings in which descriptions of specific programs and organizational aspects of the agency are presented.

2. A series of workshops on such topics as small and large group dynamics, communication, motivation, and other significant educational topics having implications for a service agency.

3. Individual or small-group conferences with personnel.

Orientation of Non-Certificated Personnel

The effective orientation of non-certificated personnel is as crucial to the well-being of the organization and the employee as it is for professional personnel. The activities appropriate for non-certificated personnel are similar to those recommended for professional personnel. They differ in degree, not kind.

Participation in the Induction Process

It is recommended that all currently employed personnel of the agency participate in some aspect of the induction process. The contributions of board members, administrative personnel, other professional and noncertificated personnel can be meaningful to the new staff member.

It is also recommended that school representatives from constitutent local school districts be invited to participate in the process. In addition, local governmental and civic leaders can serve in still other effective and valuable roles.

VI. PERSONNEL POLICY DEVELOPMENT

Need for Personnel Policies

The need for policy statements for the personnel program of the service unit is not unlike that previously identified in regard to the development of policy statements generally. The advantages of policy statements to cover the varied aspects of the personnel program are many, including:

1. They expedite the solution of day-to-day problems and permit more logical long-range planning for the personnel program of the organization.

2. They represent a commitment to administration by policy rather than expediency which contributes to guiding, controlling, appraising, and motivating organizational effort.

3. They assist the attainment of "reasonable" uniformity in the administration of the personnel program and lessen inconsistency in the program and administration by crisis.

In general, policies are judgments which express organizational intentions for achieving the expectations or purposes of the personnel program. They are authoratative decisions which establish bases for administration action. They represent the viewpoint of the governing board concerning the nature of the personnel program.

Role of the Board of Education

Legally and theoretically, responsibility for the formulation of personnel policies is the domain of the governing board of RESA No. X, whereas execution of policy is the responsibility of the superintendent of schools. Operationally, however, policy formulation and implementation are not separable. A high degree of reciprocity between the governing board and its chief administrative officer generally exists.

In the development of personnel policies, the role and function of the governing board are considered to be:

1. Establishment of personnel policies which will promote the personnel program.

2. Delegation of authority and responsibility to the chief administrative officer for the development of procedures and administrative regulations which will implement the policy statements formulated by the board.

3. Approval of the allocation of financial resources which will aid the implementation of the personnel program.

4. Realization that the development of personnel policies is one of its most crucial areas of concern.

Role of the Chief Administrative Officer

The role and function of the chief administrative officer in the development of policies relating to the personnel program are viewed as:

1. Making recommendations to the governing board concerning the formulation of policies.

2. Assistance to the board of education in appraising personnel policies.

3. Development of procedures and administrative rules and regulations for the personnel program which are consistent with board policies.

4. Provision of consultation and assistance to administrative personnel in the implementation of policy statements and administrative rules and regulations.

5. Active involvement of administrative personnel and staff members in the development of recommendations to the governing board for policy statements, and the development of administrative rules and regulations.

Role of Staff Personnel

Although the legal determination of personnel policy statements rests with the governing board, with the implementation of policy delegated to the chief administrative officer, much good can result from the active participation of staff members in both processes.

It may seem trite to mention that an educational program cannot be better than the group that functions in the institution. Involvement of the staff in personnel policy development and implementation should increase the understanding, competence, morale, and professional status of the staff and is one approach to both the improvement of the educational programs and, of most importance, the improvement of the personnel program. The latter is especially true because the background, training, and experience of the staff is perhaps one of the richest sources of insight available to educational decision-makers. The views of the staff in personnel policy development can do much to insure that the policy statements are based on sound practices.

Topics to be Covered by Policy Statements

Personnel policies should be developed for all major aspects of the personnel program of the service agency. Among the specifics of the personnel program that should be governed by policy statements are the following: recruitment, qualifications, selection, assignment, evaluation, promotion, dismissal, and retirement of personnel; compensatory schedules and related salary considerations: and, leaves of absence. It is not the purpose of this report to recommend specific personnel policy statements for RESA No. X. The determination of the nature and type of policies should rest with the educational decision-makers of the unit. However, a number of recommended guidelines for consideration are presented throughout the chapters of Section Three.

Development of a Personnel Policy Handbook

It is recommended that a personnel policy handbook be developed and distributed to staff members. Initially a combination handbook for professional staff and non-certificated personnel might be used. However, separate policy handbooks should be considered within a few years. The format of the handbook should follow the guidelines recommended for the board of education policy manual.

VII. DEVELOPMENT OF SALARY SCHEDULES AND OTHER COMPENSATORY CONSIDERATIONS

Purpose of the Development of Salary Schedules and Other Compensatory Considerations

Basic to the recruitment and retention of highly qualified personnel is the provision for adequate salary schedules and other compensatory considerations. The development of salary schedules and definition of specific compensatory measures has several values for personnel development, including:

1. Placing the service agency in a competitive position for the recruitment and retention of personnel with other educational institutions and

agencies employing comparable staff specialists, and business and industry.

2. Providing staff members with professional and occupational security.

3. Motivating personnel to optimum performance.

4. Creating incentives for growth while in employment.

5. Developing staff confidence in the intent of the service agency to build objectivity and equity into its compensation plan.

6. Relating compensation levels to the cruciality of the several positions in the organization.

7. Making the compensation plan flexible to meet adjusting economic situations.

8. Facilitating preparation of the budget.

Development of Salary Schedules

The salary schedules should be developed through the joint efforts of the governing board, administration, and staff. It is recommended that the salary schedules reflect the following basic elements:

1. Recognition of the level of training.
2. Recognition of experience.
3. Recognition of the type of position.
4. Recognition of merit rating.
5. Use of a salary index for various positions based on the cruciality of the positions and the level of responsibility of the positions.
6. Identification of the contract period.

Development of Other Compensatory Considerations

In addition to salary levels, other compensatory considerations affect recruitment and retention of personnel. Provisions for the following specific considerations should be jointly developed:

1. Sick leaves and other leaves of absence for professional and personal purposes.

2. Retirement programs.

3. Hospitalization, accident and disability, and life insurance programs.

4. Travel expenses.

5. Professional and occupational expenses.

6. Vacations and holidays.

VIII. A PLANNED PROGRAM FOR STAFF DEVELOPMENT

There is probably no greater test of the philosophical commitment of staffing for excellence than the provision of programs for continuous staff development.

The need for a planned, continuous program of in-service education is to be found in one or more of the following:

1. Staff personnel do not necessarily come to their positions as the most highly competent practitioners. There are differences in the extent of training, experience, and personal factors which create a need for continuous in-service programs.

2. The rate of research and the explosion of knowledge in education and the world generally is so great that some of the knowledge and much of the training which staff members bring to their work is soon obsolete.

3. Staff members of the service agency, particularly professional personnel, must maintain a high degree of proficiency in their areas of specialization.

4. Improvement of the educational program can be expected to result from the improvement of total staff competency and the competency of individual staff members.

5. From a purely materialistic viewpoint, the salaries of staff members of the service agency will constitute three-fourths or more of the annual expenditures of the unit. It is appropriate, then, that this investment be protected and developed to insure maximum returns to the service unit.

Elements of a Staff Development Program for Professional Personnel

A number of in-service activities for professional personnel are recommended. These are:

1. Provision for attendance at regional and state professional conferences in their area of specialization should be made. Specifically, it is recommended that provision be made for all staff members to attend all regional and state meetings in their specific area.

2. Provision for attendance at national meetings in their area of specialization is recommended. It is suggested that administrators and directors attend their national professional meetings annually, that new staff members automatically attend national meetings held during their first year of employment, and that, in addition, one-third of the staff members of each program area (e.g., curriculum consultants, psychologists, speech therapists) should attend one meeting each year.

3. Provision should be made for staff members to attend regional and state meetings of organizations closely related to the activities of RESA No. X.

4. Provision for consultant services.

5. Provision for periodic staff meetings of the several divisions and of the general staff.

6. Provision for periodic workshops.

7. Provision for periodic institutes.

8. Provision for attendance at clinics and short courses.

9. Provision for enrollment in extension and resident classes at colleges and universities.

10. Provision for selected individual and group intervisitations to other regional educational service agencies in the state, region, and nation on an annual basis.

11. Provision for joint in-service activities with other regional educational service agencies.

12. Provision for periodically scheduled reassignment of responsibilities for some staff members who work in closely related areas of specialization.

13. Provision for professional leaves of absence.

14. Provision for adequate professional library resources through an initial budget allocation of $3,000 and liberal annual provisions thereafter.

15. Provision for independent study, research, and writing.

16. Provision for active participation in individual and organizational evaluation procedures and programs.

Elements of a Staff Development Program for Non-Certificated Personnel

A number of in-service activities for non-certificated personnel are recommended. These are:

1. Provision for attendance at local, regional, and state conferences, short courses, institutes, workshops, and seminars.

2. Provision for enrollment in extension classes at colleges and universities.

3. Provision for individual and group intervisitations to other educational agencies in the state.

4. Provision for joint in-service activities with other educational agencies.

5. Provision for adequate library and resource materials.

6. Provision for consultant services.

7. Provision for active participation in individual and organizational evaluation procedures and programs.

Financial Commitment to Staff Development

Nearly all of the recommended staff development activities involve the expenditure of funds. The governing board and administrative personnel must view the allocation of financial resources for staff development as an allocation of the highest priority.

Clearly the fact that the high degree of staff competency required by the service agency and a more pragmatic view of protecting the single largest expenditure of the unit justifies the investment of financial resources in staff development.

As a planning guideline, it is recommended that approximately 2 per cent of the total annual budget of the service unit be appropriated for staff development.

IX. EVALUATION OF PERSONNEL

Evaluation of both the professional and non-certificated staff of an educational institution can be justified on several counts. Educational organizations are social institutions charged with social purpose. Society has delegated to state and local authorities responsibility for certain aspects of the organization and administration of the state system of education. This responsibility is eventually passed on to staff members and administrators of the educational institution. Every delegation of responsibility carries with it the implication of accountability. Therefore, from a legal and logical point of view, evaluation is essential.

Among the purposes for staff evaluation, the following might be included:

1. Determination of the effectiveness of the educational program.

2. Determination of effectiveness of personnel policies and procedures.

3. Provision of the basis for supervisory and in-service development programs and activities. Such programs which are aimed at on-the-job improvement should grow out of practical needs of the educational organization in relation to their purposes and goals.

4. Motivation of staff members to strive for a high level of performance through participation in the development and design of the evaluation procedure.

5. Assistance to staff members in achieving success. This may be for institutional purposes or it may be directed toward the individual staff member and his needs.

General Conditions for Evaluation

The first, and perhaps most crucial general condition for evaluation of professional personnel, is that the administrator and those responsible for evaluation must be able to assume a substantial commonality of interest. The staff member can tolerate genuine evaluation only when he believes that reasonable men, knowing the relevant facts and thinking through the problem, will reach decisions that are generally consistent with his goals and interest in the situation. Unless the administration is willing to make this assumption, evaluation will be nothing more than a sham -- and perhaps -- a device to manipulate the staff.

Specific Conditions for Evaluation

The first prerequisite for evaluation is that ample time must be allowed for the staff member and administrator to agree on common objectives and goals of the educational organization. Evaluation may not be appropriate for emergency situations. Second, the financial cost of participation should not exceed the values, economic or otherwise, that it produces. Third, the staff member must have the opportunity to communicate with the administration in order to produce the desired commonality of goals.

Self-Evaluation Recommended

The staff self-evaluation proposal is a concept that provides the staff member and administrator with a basis and procedure for regular systematic evaluation of the objectives and goals of the organization and the level at which they are being achieved. As in any such proposal, there are certain premises and assumptions on which it is founded. Some of these provide a rationale or basis for the proposal while others seek to define and implement it.

Six assumptions are involved in this recommendation:

1. Maximum productivity is more likely to be achieved when a staff member feels a direct responsibility for his work and the outcome of his work.

2. Systematic evaluation which is done on a regular basis, and in which the staff member has a specific role in the overall assessment of recommendations for growth and improvement related not only to specific items but to the educational program as well.

3. Improvement in employee effectiveness will be maximized when the employee follows a planned program with prearranged indicators of his effectiveness. However, systematic evaluation can be done without having a work plan spelled out in advance.

4. A staff member who sets out on a planned course of improvement needs certain benchmarks to measure his progress.

5. A staff member who participates in the evaluation procedures and assists in determining the outcomes will be more aware of the goals that he is seeking and how well he is achieving them.

6. All specific aspects of an employee's work may not necessarily lend themselves to effective evaluation, but all his duties and commitments need to be included to give a clear picture of his total contribution.

X. PROFESSIONAL STAFF ORGANIZATIONS

Many benefits can accrue from the development of a professional staff organization for RESA No. X. The policies and activities of the governing board and administration should encourage the establishment of such an organization and provide a free and uninhibited climate to facilitate its ongoing activities.

The existence of a professional organization of staff members provides a structured vehicle for communication between the staff, administration, and governing board of the regional agency.

CHAPTER XVIII

GUIDELINES FOR HOUSING AND FINANCING REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

I. INTRODUCTION

A part of the planning for the implementation of an educational program must give attention to the matters of adequately housing the program and the provision of necessary financial support for the program. It is the purpose of Chapter XVIII to recommend an initial program for the housing and financing of Regional Educational Service Agency No. X.

The discussion of the short-range housing requirements for the unit will center on the following aspects: legal considerations, existing facilities, and estimated space requirements for the two proposed service centers.

The consideration of the financing for the unit will focus on the estimated first-year receipts and expenditures. While it is recognized that the decisions of the governing board and staff of the merged unit may alter these estimates, it is felt that this presentation can serve as a planning guideline.

II. A SHORT-RANGE PROGRAM FOR HOUSING RESA NO. X

One of the prime considerations in the development of RESA No. X is the provision of physical facilities to house the program. Emphasis during the planning stage for physical facilities must be placed on a primary concern -- the facilities must enhance the program to be housed and should not restrict the program in any way.

There are several factors to be considered in the acquisition of physical facilities to house the service unit. These include:

1. Legal methods by which the unit may acquire facilities.

2. Appraisal of present facilities.

3. Assessment of the proposed program and determination of physical plant needs.

4. Consideration of the development of program and physical facility needs.

The short-range housing requirements can be studied more fully when the following factors are considered:

1. The nature of the programs and services to be undertaken.

2. The organization of the unit in the provision of programs and services.

3. The number of staff members to be involved and their activities.

4. The needs of the clientele to be served.

5. The consideration of any limiting factors, for example, financial, legal, or the availability of facilities.

6. The location of the service center or centers.

7. Other special considerations.

Legal Considerations

The legal framework for the acquisition of facilities by an intermediate school unit in Iowa is to be found in two sources. If an intermediate district is organized as a county school system, then Chapter 273.11, Code of Iowa, applies. It states:

> The board of supervisors shall furnish at the county seat suitable space for the office of the county superintendent and for the officers of the county board of education, together with adequate storage space.[1]

Merged county school systems are governed by Chapter 273.22, Section 7, Code of Iowa, 1966:

> The joint board shall have the authority to provide adequate office facilities by renting or leasing same for a period not to exceed ten years. The board shall designate a central office and may designate as such branch offices as necessary with such designation, rental or leasing of facilities subject to the approval of the state board. In the event that the joint board cannot agree on the location of the central office and branch offices, the state board shall so designate.[2]

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[1] State of Iowa, School Laws of Iowa (Des Moines: The State of Iowa, 1966), p. 92.

[2] State of Iowa, School Laws of Iowa (Des Moines: The State of Iowa, 1966), p. 96.

The Code of Iowa further permits these districts to "lease, acquire, maintain, and operate such buildings and facilities as deemed necessary to provide authorized courses and services."[1] Some of the courses and services enumerated include programs and services for the physically, mentally, and educationally handicapped; special and remedial programs and services; educational television; and vocational rehabilitation training centers and workshops.

Under the provisions of the Code of Iowa, the intermediate school district cannot own a facility to implement and operate its program. Such facilities are either provided by the County Board of Supervisors or can be leased or rented by merged-county units.

Existing Facilities

Each of the seven county school systems is, at present, provided space by their respective County Board of Supervisors. With the exception of the Linn County Board of Education, this space is provided in the county courthouse. Following the merger of the counties, the space in existing courthouses will need to be vacated.

Under the terms set forth in the aforementioned Chapter 273, Code of Iowa, the Linn County Board of Supervisors, on April 1, 1967, leased a structure located in Cedar Rapids for use by the Linn County Board of Education and other county offices. The length of the lease is for three years with an option to renew the lease for an additional two years. Rental of the facility is $25,000 per year. The assignment of pro rata costs by the occupying units has not been finalized and formally accepted, but tentative agreement has been secured.

The building is centrally located and readily accessible to both pedestrian and vehicular traffic. Low cost municipal parking is located in close proximity to the facility. The building appears to be in good condition. The exterior is composed primarily of brick, stone, and other masonry products. There are four floors, with approximately 10,000 square feet of space on each floor. Many of the interior walls have been recently repainted. Portions of the building, including the auditorium, are air conditioned. Lighting appears to be adequate in most cases. Carpeting has been added in some of the offices and the conference room on the second floor. Plans for the immediate future include the remodeling of some space for a branch office of the State Tax Commission, which rents offices on the first floor.

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[1] Ibid.

Several office areas are available on the second and third floors and some inflexible interior walls limit the potential reorganization of spaces. However, many of the offices are large enough to accommodate more than one person. Office space varies from 112 square feet to 250 square feet. Interior traffic is enhanced by a passenger elevator near the main entrance, a freight elevator near the service area in the rear of the building, stairways, and spacious corridors.

A portion of the basement currently houses printing services of the Linn County Board of Education. A major portion of the basement, approximately 60 to 70 per cent, is reserved for storage by the County Board of Supervisors.

The majority of the main floor is utilized by the Linn County Board of Education for the operation of the Area X Educational Media Center. Approximately 8,500 square feet of open space is available for the media center. The artificial lighting within this total area is adequate. The various types of activities within the area are grouped and visual barriers are provided only for office space in two locations. The receipt and shipment of materials is facilitated by a loading dock in the rear of the building on the main floor level. A ramp provides easy access to the main entrance of the structure.

The second floor houses the staff of the Linn County Superintendent of Schools. One of the features of this floor is an air-conditioned auditorium which seats approximately 300. Portable chalkboards and tackboards are used as visual barriers to define smaller meeting areas, when needed. Some temporary office spaces are being readied at one end of the auditorium. There is another conference room of 560 square feet for smaller group meetings. Carpeting adds to the attractive decor of this space.

The remaining spaces which are available on the second floor include:

Office space	250 square feet	- Superintendent's Office
Office space	320 square feet	- General Office
Office space	210 square feet	- Assistant Superintendent's Office
Office space	270 square feet	- Title III In-Service Project Director's Office
Secretary space	120 square feet	
Office space	266 square feet	- Title III In-Service Consultants
Office space	210 square feet	- Title III In-Service Consultants
Three storage spaces	396 square feet	
Attendance office	112 square feet	
Lounge and storage spaces	108 square feet	
Two restrooms		

The offices of the Superintendent and the Director of the Title III In-Service Project are large enough to accommodate four to six persons in a conference situation. The Title III consultants will probably need to utilize the conference room for small group meetings due to a lack of privacy and space within their office area. Since much of the consultants' time is spent in the field, there is not a continual need for visitor accommodations within this area.

The present third floor area which is assigned to other Linn County departments and agencies is very similar to the second floor, with the exception of the area occupied by the second floor auditorium. This space has been subdivided into smaller offices, storage,and clerical areas. The costs of the lease and the pro rata share of operation of the third floor are supported by the County Board of Supervisors.

Schemata of the first and second floors of the facility are shown in Figure 25 and Figure 26.

Recommended Guidelines for Space Allocation

Space allocations for many of the various functions of the regional educational service agency have not been considered extensively in the professional literature. In planning space allocations for housing the programs and services of RESA No. X, the recommendations found in the literature for comparable educational institutions can be useful. The space allocations must also reflect the availability of financial and physical facilities and the existing legal limitations of plant acquisition.

The governing board and staff of RESA No. X should, as part of their first-year activities, initiate detailed studies of the space allocations and equipment required for various personnel and programs and services. This study will present guidelines concerning space allocations for various types of positions and programs and services which can serve as a basis for this activity.

Spatial requirements for various types of personnel of RESA No. X are presented below:

1. Superintendent of Schools. This space should be located to permit easy access by the public and staff. The office space should be large, due to the necessity to hold small-group meetings with various directors or local district personnel. The area should be a minimum of 250 square feet. It should contain an executive desk and chair and seating for four to eight additional people. A small conference table might be appropriate. A secretarial area of approximately 100 square feet, and a reception area of

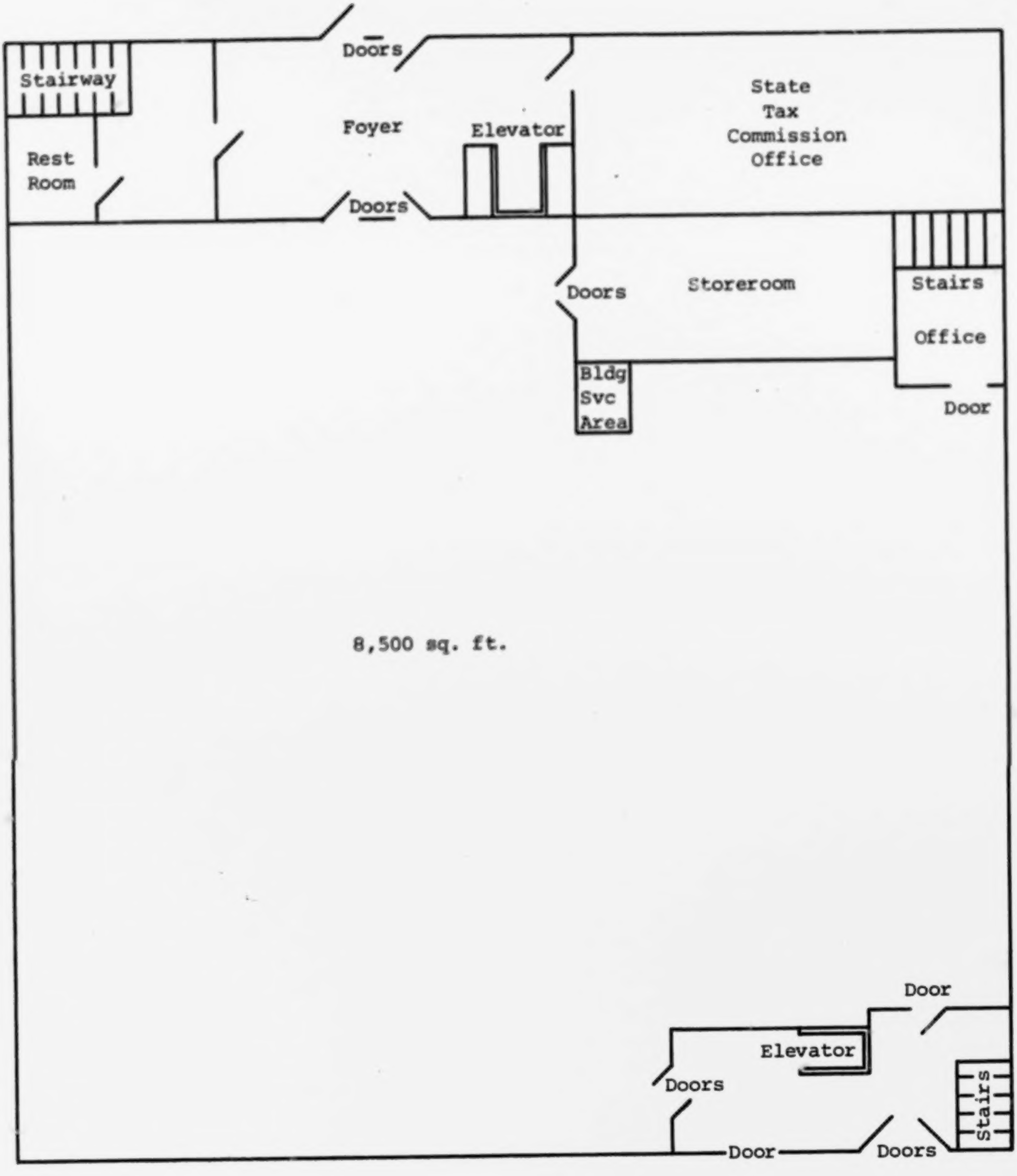
Stairway
Doors
Foyer
Elevator
State
Tax
Commission
Office
Rest
Room
Doors
Doors
Storeroom
Stairs
Office
Bldg
Svc
Area
Door
8,500 sq. ft.
Door
Elevator
Doors
Stairs
Door
Doors

FIGURE 25

CURRENT FACILITY OF THE LINN COUNTY BOARD OF EDUCATION
SCHEMA OF THE FIRST FLOOR

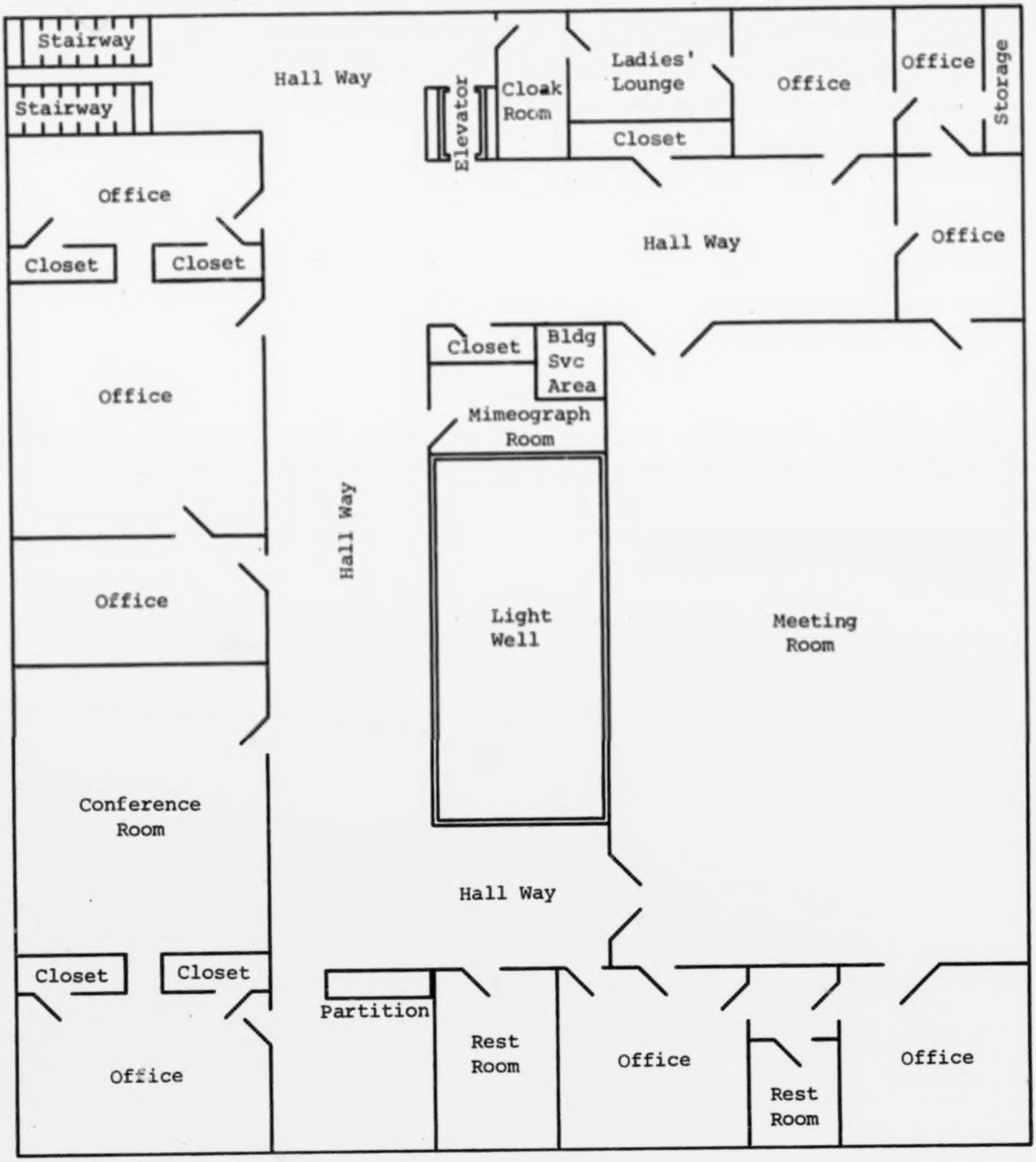
Stairway
Stairway
Hall Way
Elevator
Cloak Room
Ladies' Lounge
Closet
Office
Office
Storage
Office
Closet
Closet
Hall Way
Office
Closet
Bldg Svc Area
Mimeograph Room
Office
Hall Way
Office
Light Well
Meeting Room
Conference Room
Hall Way
Closet
Closet
Partition
Rest Room
Office
Rest Room
Office
Office

FIGURE 26

CURRENT FACILITY OF THE LINN COUNTY BOARD OF EDUCATION
SCHEMA OF THE SECOND FLOOR

approximately 100 square feet, are reasonable adjuncts to the superintendent's office. Space should be provided for filing and book storage, as needed. The space should be private and preferably carpeted to reduce noise level. A board room of more than 300 square feet should be located nearby.

2. Assistant Superintendent, Administrative Assistant, and Divisional Directors. These offices could be somewhat smaller than that of the superintendent since it is envisioned that these administrative officials will generally have small conferences of three to five people at a time. A larger conference space to accommodate eight to ten people should be readily available to house larger groups of conferees. If at all possible, these spaces should be private in nature, well lighted, and acoustically treated. Secretarial space of approximately 75 square feet, and reception areas should be located nearby.

3. Consultants and Other Specialists. Space for use by consultants and other specialists will vary, primarily due to the nature of their duties and the time to be spent in the office. A staff member who spends most of his time in the field may only need space for a desk and chair, a side chair, a filing cabinet, and a book shelf, approximately 100 square feet. This space might be open with group meetings to be held in adjacent conference rooms. However, many consultants especially those in special education, will require greater privacy and access to small hearing booths, clinics, and other appropriate facilities.

4. Secretaries. Space requirements for the secretarial staff will vary, primarily because of the amount of contact with the public and because of filing responsibilities. Basic secretarial activity requires space for a desk, side space for a typewriter, and a filing cabinet. This function could be adequately housed in 75 square feet with larger areas assigned to those secretaries having reception or major filing responsibilities.

Estimated Short-Range Space Requirements

Estimated space requirements for RESA No. X are presented in Tables 111 through 116. The data, expressed in net areas for various activity, will account for 60 per cent of the gross space of the facility. The remainder of the area will be necessary for width of walls, traffic circulation, storage, restrooms, and utility service areas. The square footage requirements expressed in these tables are based on the assignment of personnel on a full-time equivalency basis. These data reflect only the housing needs in the Cedar Rapids and Iowa City service centers. Some of the personnel will have spaces assigned to them by constituent local districts. The area requirements assigned to the various activities listed in the tables are to be considered as minimal. For instance, use of conference areas must be carefully scheduled to make them available when needed. Additional conference areas not only would ease scheduling problems, but would also provide the necessary flexibility to meet the needs of immediate group meetings during the day-to-day operation of the service unit.

The personnel requirements and net spatial allocations of the short-range program of RESA No. X are summarized in Table 117. The minimum net square footage of space that RESA No. X will require is 32,840 square feet. The bulk of this space, 29,220 square feet, should be provided in the Cedar Rapids service center and the remaining 3,620 square feet should be located in Iowa City. Based on the assumption that net area is 60 per cent of the total gross area, a total of 54,733 square feet of space should be leased by RESA No. X. Of this amount, 48,683 square feet should be in Cedar Rapids and 6,050 should be leased in Iowa City.

The present facility in Cedar Rapids described earlier in this chapter contains approximately 40,000 gross square feet. With remodeling of the basement, the major portion of the Cedar Rapids-based program could be housed in the present facility.

This structure is well suited to the short-range space requirements for the proposed Cedar Rapids service center. It is in a favorable location, as the building is readily accessible for both vehicular and pedestrian traffic. It appears that additional space may be acquired by leasing all or portions of the basement, the remainder of the first floor, and the third floor.

The board and staff may wish to lease other space near the present Cedar Rapids facility for certain activities to alleviate any overcrowding which may occur. Data processing is one example of an activity which might be assigned space outside of the present facility.

Negotiations should be initiated immediately with the Linn County Board of Supervisors to lease the remainder of the present building.

In the event that negotiations for additional space in the facility are not successful, or that the governing board chooses to locate in another facility in the Cedar Rapids area, exploration of other possibilities should begin promptly.

Study of available facilities for lease in Iowa City should begin as soon as programs become finalized. Primary considerations should be given to locations which are readily accessible to vehicular traffic and have ample parking facilities. Consideration should also be given to proximity with The University of Iowa for the possible joint programs recommended in the report.

In addition to the provision of short-range space requirements considered here, the governing board and staff of RESA No. X should give priority to the study of long-range space requirements.

TABLE 111

ESTIMATED SHORT-RANGE SPACE REQUIREMENTS FOR ADMINISTRATION*

	Short-Range Staffing Recommendations (Full-Time Equivalency)				Short-Range Space Requirements (In Square Feet)						
	Professional		Non-Certificated		Office				Other		
	Cedar Rapids	Iowa City	Cedar Rapids	Iowa City	Cedar Rapids		Iowa City		Cedar Rapids	Iowa City	Comment
					P	NC**	P	NC**			
1. Superintendent of Schools	1.0		1.0		250	100			100		reception area
2. Assistant Superintendent	1.0		1.0		150	90					
3. Administrative Assistant	1.0		1.0		150	90					
4. Director, Iowa City Center		1.0		1.0			150	90			
5. Conference Room (200 capacity)									4,000		20 square feet per conferee
6. Conference Room (40 capacity)									800		20 square feet per conferee
TOTAL	3.0	1.0	3.0	1.0	550	280	150	90	4,900		

* Identifies only those recommended short-range programs and services and/or recommended short-range staffing needs which require physical space in the service centers.

** P = refers to office space for professional staff; NC = non-certificated staff.

TABLE 112

ESTIMATED SHORT-RANGE SPACE REQUIREMENTS OF THE DIVISION OF ADMINISTRATIVE AND STAFF PERSONNEL PROGRAMS AND SERVICES*

	Short-Range Staffing Recommendations (Full-Time Equivalency)				Short-Range Space Requirements (In Square Feet)						
	Professional		Non-Certificated		Office				Other		
	Cedar Rapids	Iowa City	Cedar Rapids	Iowa City	Cedar Rapids		Iowa City		Cedar Rapids	Iowa City	Comment
					P	NC**	P	NC**			
1. Divisional Director	1.0		1.0		150						
2. Consultant, Administrative and Business Management Services	0.5		None		75						
3. Consultant, School Building and Site Selection	0.5		0.5		75	40					
4. Data Processing Center	1.0		1.0		150	75			2,000		
5. Cooperative Purchasing Program	0.5		1.0		75	100			1,000		Product evaluation and storage
6. Services for the State Department of Public Instruction	None		2.0		250						
TOTAL	3.5		5.5		775	215					

* Identifies only those recommended short-range programs and services and/or recommended short-range staffing needs which require physical space in the service centers.

** P = refers to office space for professional staff; NC = non-certificated staff.

TABLE 113

ESTIMATED SHORT-RANGE SPACE REQUIREMENTS OF THE DIVISION OF INSTRUCTIONAL PROGRAMS AND SERVICES*

	Short-Range Staffing Recommendations (Full-Time Equivalency)				Short-Range Space Requirements (In Square Feet)						
	Professional		Non-Certificated		Office				Other		
	Cedar Rapids	Iowa City	Cedar Rapids	Iowa City	Cedar Rapids		Iowa City		Cedar Rapids	Iowa City	Comment
					P	NC**	P	NC**			
1. Divisional Director	1.0		1.0		150	100					
2. Assistant Director	1.0		None		125						
3. Consultants, Elementary and Secondary Curriculum	9.0	4.0	1.0	1.0	910	75	400	75	400	200	Conference rooms
4. Educational Media Center	6.0		9.0		900	900			8,000		Media display and storage
5. Consultant, Health Programs and Services	1.0		None		150						
TOTAL	18.0	4.0	11.0	1.0	2,125	1,075	400	75	8,400	200	

* Identifies only those recommended short-range programs and services and/or recommended short-range staffing needs which require physical space in the service centers.

** P = refers to office space for professional staff; NC = non-certificated staff.

TABLE 114

ESTIMATED SHORT-RANGE SPACE REQUIREMENTS OF THE DIVISION OF STUDENT PERSONNEL PROGRAMS AND SERVICES *

	Short-Range Staffing Recommendations (Full-Time Equivalency)				Short-Range Space Requirements (In Square Feet)						
	Professional		Non-Certificated		Office				Other		
	Cedar Rapids	Iowa City	Cedar Rapids	Iowa City	Cedar Rapids		Iowa City		Cedar Rapids	Iowa City	Comment
					P	NC**	P	NC**			
1. Divisional Director	1.0		None		150						
2. Consultant, Student Personnel Services	1.0	1.0	None	None	100		100				
TOTAL	2.0	1.0			250		100				

* Identifies only those recommended short-range programs and services and/or recommended short-range staffing needs which require physical space in the service centers.

** P = refers to office space for professional staff; NC = non-certificated staff.

TABLE 115

ESTIMATED SHORT-RANGE SPACE REQUIREMENTS OF THE DIVISION OF SPECIAL EDUCATION PROGRAMS AND SERVICES*

	Short-Range Staffing Recommendations (Full-Time Equivalency)				Short-Range Space Requirements (In Square Feet)						
	Professional		Non-Certificated		Office				Other		
	Cedar Rapids	Iowa City	Cedar Rapids	Iowa City	Cedar Rapids		Iowa City		Cedar Rapids	Iowa City	
					P	NC**	P	NC**			
1. Divisional Director	1.0		1.0		150	100					
2. Assistant Director											
3. Consultant, Programs for Educable Mentally Retarded	1.0				100						
4. Programs for Trainable Mentally Retarded	9.0	6.0	1.0		900	75	600				
5. Coordinator, Work-Study Program	1.0		1.0		100	75					
6. Coordinator, Programs for Emotionally Disturbed Children	1.0		1.0		100	75					
7. Psychological Services	9.0	2.0	6.0	1.0	900	475	200	100	400	200	Clinical and diagnostic space
8. Programs for Physically Handicapped Children	5.0	3.0	None	None	500	300					

TABLE 115 (Continued)

	Short-Range Staffing Recommendations (Full-Time Equivalency)				Short-Range Space Requirements (In Square Feet)						
	Professional		Non-Certificated		Office				Other		
	Cedar Rapids	Iowa City	Cedar Rapids	Iowa City	Cedar Rapids		Iowa City		Cedar Rapids	Iowa City	Comment
					P	NC**	P	NC**			
9. Consultant, Programs for Exceptional Children of Pre-School Age	1.0	None			100						
10. Coordinator, Homebound Instruction Programs	1.0	None			100						
11. Consultant, Programs for Gifted Children -	1.0	None			100						
12. Programs for Partially Sighted and Blind Children	2.0	1.0	0.5	None	250	50	150				
13. Programs for Hard-of-Hearing and Deaf Children	5.0	2.0	1.0	0.5	500	75	200	40			
14. Programs for Speech Handicapped Children	15.0	6.0	2.0	1.0	1,500	150	600	75			
15. School Social Worker	3.0	2.0	1.5	0.5	300	125	200	40			
TOTAL	55.0	22.0	15.0	3.0	5,700	1,200	2,250	255	400	200	

* Identifies only those recommended short-range programs and services and/or recommended short-range staffing needs which require physical space in the service centers.

** P = refers to office space for professional staff; NC = non-certificated staff.

TABLE 116

ESTIMATED SHORT-RANGE SPACE REQUIREMENTS OF THE DIVISION OF RESEARCH AND DEVELOPMENT PROGRAMS AND SERVICES*

	Short-Range Staffing Recommendations (Full-Time Equivalency)				Short-Range Space Requirements (In Square Feet)						
	Professional		Non-Certificated		Office				Other		
	Cedar Rapids	Iowa City	Cedar Rapids	Iowa City	Cedar Rapids		Iowa City		Cedar Rapids	Iowa City	Comment
					P	NC**	P	NC**			
1. Divisional Director	1.0	0.5			150	100					
TOTAL	1.0	0.5			150	100					

* Identifies only those recommended short-range programs and services and/or recommended short-range staffing needs which require physical space in the service centers.

** P = refers to office space for professional staff; NC = non-certificated staff.

TABLE 117

SUMMARY OF ESTIMATED SHORT-RANGE NET SPACE REQUIREMENTS, REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

Division	Staff Space Needs				Office Space Needs				Other Space Needs	
	Professional		Non-Certificated		Cedar Rapids		Iowa City			
	Cedar Rapids	Iowa City	Cedar Rapids	Iowa City	P*	NC*	P*	NC*	Cedar Rapids	Iowa City
Administration	3.0	1.0	3.0	1.0	550	280	150	90	4,900	
Administrative and Staff Personnel	3.5		5.5		525	465			3,000	
Instructional	18.0	4.0	11.0	1.0	2,125	1,075	400	75	8,400	200
Student Personnel	2.0	1.0			250	100				
Special Education	55.0	22.0	15.0	3.0	5,700	1,200	2,250	255	400	200
Research and Development	1.0	0.5			150	100				
Total Cedar Rapids Service Center	82.5		34.5		12,520				16,700	
Total Iowa City Service Center		28.5		5.0			3,220			400
TOTAL	111.0		39.5		15,740				17,100	
	150.5				32,840					

*P = Refers to office space for professional staff and NC for non-certificated staff.

III. ESTIMATED FIRST-YEAR RECEIPTS AND EXPENDITURES

In an attempt to provide assistance in planning for the governing board and staff of RESA No. X, the projected first-year receipts and expenditures of the unit are presented. Since many decisions which will affect the financial program will need to be made by the board and staff during the planning and initial operation of the service unit, it was felt that only first-year estimates were feasible.

Estimated First-year Receipts

RESA No. X will secure revenue from the following sources: local tax, state aid and other state revenues, federal aid, and possible contractual agreements. As shown in Table 118, the first-year receipts from these sources are estimated to be $1,782,695. The projected first-year receipts do not reflect existing balances of the seven county school systems which would revert to RESA No. X.

Local Tax. As shown previously in Table 85, in 1965 the range in the mill levy of the seven county boards of education was from .714 mills to 3.043 mills. Most of the county systems experienced an increase in their mill levy in 1966.

It is proposed that a two-mill levy be assessed for the support of RESA No. X. This would not represent a major increase in any county, and would, in fact, result in a reduced mill levy in some.

A two-mill levy on the 1966 combined assessed valuation of approximately $647,092,135 would generate approximately $1,294,184, as shown in Table 118.

State Aid and Other State Receipts. In the 1966-67 school year the seven county school systems received an estimated combined total of $70,000 in state aid, largely in the form of special education aids. For planning purposes, it was anticipated that this level of support would remain relatively constant.

One of the systems, Linn County, in 1966-67 received approximately $118,511 under Title II of the Elementary and Secondary Education Act of 1965, to administer an area educational media center for the seven county systems. This program will continue for another three years and these monies will be available to RESA No. X. This results in a total revenue from state sources of approximately $188,000, as shown in Table 118.

TABLE 118

ESTIMATED FIRST-YEAR RECEIPTS, REGIONAL EDUCATIONAL SERVICE AGENCY NO. X

1968-69

1.	Local Tax	$1,294,184
	*Two-mill levy on 1966 assessed property valuation of $647,092,135	
2.	State Aid and Other State Revenues	188,511
	*State aid, 1966 estimate $70,000 *Title II, Elementary and Secondary Education Act of 1965, 1967 actual $118,511 (Linn County Board of Education)	
3.	Federal Aid	300,000
	*Title III, Elementary and Secondary Education Act of 1965	
4.	Contractual Agreements	None
		$1,782,695

Federal Aid. Linn County, in 1967-68, received a three-year grant under Title III of the Elementary and Secondary Education Act of 1965 to conduct an in-service education program. The first-year appropriation was approximately $261,000. The second-year appropriations under this grant are estimated to be approximately $400,000, and the final year at the approximate level of the first-year grant. These funds will be available to RESA No. X. To counteract a possible reduction in this allocation, a total of only $300,000 was anticipated for 1968-69, as shown in Table 118.

Contractual Agreements. It is not anticipated that this source of revenue will be significant during the first-year operation of RESA No. X, in that the programs which will eventually provide revenues, namely, data processing and cooperative purchasing, will be in the planning stages at this time. These and any other contractual programs, however, are planned to be self-sufficient, and are not anticipated to produce significant revenues.

TABLE 119

ESTIMATED FIRST-YEAR EXPENDITURES, REGIONAL EDUCATIONAL SERVICE AGENCY NO. X 1968-69

1.	Rent	$ 57,500
2.	Salaries of Personnel	1,023,750 to 1,191,750
	*These estimates represent 75 per cent of the total estimated salary range shown in Table 120.	
3.	Operating Costs for Programs and Services	202,363 to 233,094
	*15 per cent of total estimated expenditures: including fixed charges and operation and maintenance	
4.	Equipment	25,000
5.	Other Expenditures	40,472 to 46,619
	*3 per cent of total estimated expenditures: including a contingency fund of 1 per cent for first-year programs and services, and 2 per cent for staff development	
	TOTAL	$1,349,085 - $1,553,963

Estimated First-year Expenditures

The estimated first-year expenditures for RESA No. X are presented for the areas of rent, salaries for personnel, operating costs for programs and services, equipment, and other expenditures. As shown in Table 119, total expenditures ranging from $1,349,085 to $1,553,963 are anticipated for the first year.

Rent. As previously noted, it was estimated that the short-range space requirements for RESA No. X would approximate 54,000 square feet of space. Of this amount, approximately 48,000 square feet was projected as required for the Cedar Rapids service center and approximately 6,000 square feet for the Iowa City service center.

At present, the Linn County Board of Education has available about 23,000 square feet of space in the County Office Building. By leasing the remainder of the building this could be increased to approximately 40,000 square feet. The present rental fee is $25,000, and it is anticipated that rental for the entire building would approximate $35,000.

It is estimated that the necessary 6,000 square feet of space needed in Iowa City can be rented for approximately $3.75 per square foot, resulting in a total rental cost of $22,500.

This results in a total estimated expenditure for rental of facilities of approximately $57,500, as shown in Table 119.

Salaries of Personnel. Table 120 shows a comparison of the number and type of personnel employed by the seven county school systems in 1966-67, and the recommended short-range staff requirements of RESA No. X showing estimated salary ranges.

It can be seen that the short-range staffing requirements call for 164 professional and non-certificated personnel requiring an estimated annual salary range of $1,365,000 to $1,589,000.

The increase in staff needed to meet these recommendations of 164 personnel will reflect staffing changes occurring during the 1967-68 school year. It is anticipated that some of the counties will experience changes in their staffing practices. For example, Linn County plans to add approximately seven professional and four non-certificated staff during the 1967-68 school year. Johnson County is planning to add a school social worker, but will not fill a vacancy created by the resignation of an elementary curriculum consultant.

Thus, the staffing needs will not necessarily increase from 84.92 to 164 as shown in Table 119.

However, for purposes of estimating first-year salary costs, an increase of from 84.92 to 164 personnel was used. Only 75 per cent of the personnel were considered, however, since it was anticipated that not all of the recommended short-range programs and services would be developed during the first year. This is in keeping with the recommendations that the implementation of programs and services be based on detailed planning and that they be initiated gradually. This results in an estimated first-year expenditure of from $1,023,750 to $1,191,750, as shown in Table 119.

Operating Costs for Programs and Services. It is estimated that operating costs for programs and services will comprise approximately 15 per cent of the total estimated first-year expenditures, as shown in Table 119. This will include fixed charges, and operation and maintenance costs. There is no precedent for this percentage allocation for these costs. The budget practices of the presently structured county school system are of historical interest only. However, the percentage allocated to this purpose appears to be consistent with service agencies in the public and private sectors. The use of 15 per cent of total expenditures for operating costs will result in estimated first-year expenditures in this category of approximately $202,000 to $233,000.

Equipment. The estimated first-year expenditure for equipment is shown in Table 119 to be $25,000. It is not anticipated that major equipment expenditures will be required during the first year, as the Linn County Board of Education currently holds lease to equipment for many of the first-year and short-range programs of RESA No. X. The value of this large array of equipment provided to Linn County through several federal programs is approximately $90,000.

The majority of the estimated $25,000 expenditure represents the cost of office equipment for approximately 50 new staff members, averaging $450 per person.

It is anticipated that the equipment presently owned by the seven county school systems will be adequate for most other first-year equipment needs.

Other Expenditures. Three per cent of the total estimated expenditures have been allocated for such additional expenses as the establishment of a contingency fund for the programs and services of the unit and staff development activities. As shown in Table 119, this results in a budget allocation ranging from approximately $40,000 to $47,000.

TABLE 120

A COMPARISON OF THE PERSONNEL EMPLOYED BY THE SEVEN COUNTY SCHOOL SYSTEMS IN 1966-67 WITH THE SHORT-RANGE STAFF REQUIREMENTS OF RESA NO. X SHOWING ESTIMATED SALARY RANGES

	Personnel 1966-67		Recommended Short-Range Requirements (Exclusive of 1967-68 staff change)		
	Number (F.T.E.)	Actual Salary Cost	Number (F.T.E.)	Estimated Annual Salary Range	Comment
A. Administration					
1. Superintendent of Schools	6.1	$ 61,462	1.0	$ 20,000- 22,000	
2. Assistant Superintendent	0.0	0	1.0	18,000- 20,000	
3. Administrative Assistant	NA*	NA*	1.0	16,000- 18,000	Included in #5
4. Director, Iowa City Service Center	NA	NA	1.0	16,000- 18,000	
5. Non-Certificated Staff	14.5	49,534	4.0	20,000- 28,000	$5,000-7,000 x 4.0
TOTAL	20.6	110,996	8.0	90,000-106,000	
B. Division of Administrative and Staff Personnel Programs and Services					
1. Divisional Director	NA	NA	1.0	16,000- 18,000	
2. Consultant, Administrative and Business Management Services			0.5	7,000- 8,000*	One-half time
3. Consultant, School Building and Site Services			0.5	7,000- 8,000*	One-half time
4. Data Processing Services			1.0	13,000- 15,000	
5. Cooperative Purchasing Services			0.5	6,000- 7,000*	One-half time
6. Non-Certificated Staff			5.0	20,000- 25,000*	$4,000 - 6,000 x 5.0
7. Other	1.0	9,500			Federal program consultant
TOTAL	1.0	9,500	8.5	69,000- 81,000	

TABLE 120 (Continued)

	Personnel 1967-68		Recommended Short-Range Requirements (Exclusive of 1967-68 staff change)		
	Number (F. T. E.)	Actual Salary Cost	Number (F. T. E.)	Estimated Annual Salary Range	Comment
C. Division of Instructional Programs and Services					
1. Divisional Director	NA	NA	1.0	$16,000- 18,000	
2. Educational Media Center	1.0	7,450	6.0	66,000- 90,000*	11,000-15,000 x 6.0 (average 13,000)
3. Elementary and Secondary Curriculum Consultant Services					
Coordinator			1.0	14,000- 16,000	
Consultants	1.0	10,200	12.0	144,000-168,000*	12,000-14,000 x 12
4. Consultant, Health Programs and Services			1.0	9,000- 10,000	
5. Non-Certificated			12.0	48,000- 72,000*	4,000-6,000 x 12.0 (average 5,000)
TOTAL	2.0	17,650	33.0	297,000-374,000	
D. Division of Student Personnel Programs and Services					
1. Divisional Director	NA	NA	1.0	14,000- 15,000	
2. Consultants	1.0	11,000	2.0	24,000- 26,000*	12,000-13,000 x 2.0
3. Non-Certificated Staff					
TOTAL	1.0	11,000	3.0	38,000- 41,000	

TABLE 120 (Continued)

	Personnel 1966-67		Recommended Short-Range Requirements (Exclusive of 1967-68 staff change)		
	Number (F.T.E.)	Actual Salary Cost	Number (F.T.E.)	Estimated Annual Salary Range	Comment
E. Division of Special Education Programs and Services					
1. Divisional Director	0.75	7,900	1.0	16,000- 18,000	
2. Assistant Director	NA	NA	1.0	14,000- 15,000	
3. Programs for Educable Mentally Retarded Children					
Consultant	0.75	7,500	1.0	10,000- 11,000*	
Teachers	20.5	136,409	0*		None after second year of merger
4. Programs for Trainable Mentally Retarded Children					
Coordinator	0.5	3,424	1.0	10,000- 12,000	
Teachers	12.0	56,797	14.0	98,000-112,000*	7,000-8,000 x 14.0
5. Work-Study Programs					
Coordinator	NA	NA	1.0	9,000- 10,000	
Supervisors	2.25	17,775	8.0	64,000- 72,000*	8,000-9,000 x 8.0
6. Programs for Emotionally Disturbed Children					
Coordinator	NA	NA	1.0	11,000- 12,000	
Teachers	NA	NA	4.0	32,000- 36,000*	8,000-9,000 x 4.0
7. Psychological Services					
Coordinator	NA	NA	1.0	11,000- 13,000	
Psychologists	9.0	78,975	14.0	126,000-140,000*	9,000-10,000 x 14.0

TABLE 120 (Continued)

	Personnel 1966-67		Recommended Short-Range Requirements (Exclusive of 1967-68 staff change)		
	Number (F.T.E.)	Actual Salary Cost	Number (F.T.E.)	Estimated Annual Salary Range	Comment
8. Programs for Physically Handicapped Children					
Coordinator	NA	NA	1.0	11,000- 12,000	
Teachers			5.0	40,000- 45,000*	8,000-9,000 x 5.0
Physical Therapist			2.0	16,000- 18,000*	8,000-9,000 x 2.0
9. Consultant, Programs for Exceptional Children of Pre-School Age			1.0	11,000- 12,000	
10. Coordinator, Homebound Instruction Programs			1.0	9,000- 10,000	
11. Consultant, Program for Gifted Children			1.0	9,000- 10,000	
12. Program for Partially-Sighted and Blind Children					
Coordinator	NA	NA	1.0	9,000- 10,000	
Teachers			2.0	16,000- 18,000*	8,000-9,000 x 2.0
13. Programs for Hard-of-Hearing and Deaf Children					
Coordinator	NA	NA	1.0	9,000- 10,000	
Hearing Clinicians	1.0	7,500	5.0	40,000- 45,000*	8,000-9,000 x 5.0
Audiometrists			1.0	7,000- 8,000	
14. Programs for Speech Handicapped Children					
Coordinator	NA	NA	1.0	11,000- 12,000	
Speech Clinicians	13.17	76,574	20.0	160,000-180,000*	8,000-9,000 x 20.0

TABLE 120 (Continued)

	Personnel 1966-67		Recommended Short-Range Requirements (Exclusive of 1967-68 staff change)		
	Number (F.T.E.)	Actual Salary Cost	Number (F.T.E.)	Estimated Annual Salary Range	Comment
15. School Social Work Services	0.4*	$ 4,000*	5.0	$ 40,000- 50,000**	Estimate** 8,000-10,000 x 5.0
16. Non-Certificated Staff			16.0	64,000- 96,000*	4,000-6,000 x 16.0
TOTAL	60.32	392,844	110.0	853,000-987,000	
F. Division of Research and Development Programs and Services					
1. Divisional Director			1.0	16,000- 18,000	
2. Non-Certificated			0.5	2,000- 3,000*	*One-half time
TOTAL			1.5	18,000- 21,000	
GRAND TOTAL	84.92	$541,990	164.0	$1,365,000-1,589,000	

[1] Source: Questionnaire to County Superintendents of Schools.

CHAPTER XIX

GUIDELINES TO GOVERN THE RELATIONSHIP OF REGIONAL EDUCATIONAL SERVICE AGENCY NO. X AND CONSTITUENT LOCAL SCHOOL DISTRICTS, STATE DEPARTMENT OF PUBLIC INSTRUCTION, OTHER EDUCATIONAL AGENCIES AND OTHER GOVERNMENTAL SUBDIVISIONS

I. INTRODUCTION

The purpose of Chapter XIX is to present guidelines to govern the relationship of Regional Educational Service Agency No. X and the many agencies and organizations with which it will have contact. These include:

1. Constituent local school districts.

2. The State Department of Public Instruction.

3. Other regional educational service agencies.

4. The Area X Community College.

5. Other educational agencies in the public sector.

6. Voluntary and other educational agencies.

7. Health, welfare, and social agencies in the public and private sectors.

8. Other local, regional, and state governmental agencies.

The Need for Communication, Coordination, and Cooperation

It has been repeatedly emphasized that Regional Educational Service Agency No. X is a service agency instituted to provide programs and services to local school districts. As such it will be in a position to provide services indirectly through the local school districts to the same clientele served by numerous agencies and organizations in the public and private sectors. The need for close communication and coordination is patently clear.

Historically, however, coordination of this type has not existed. This is true for several reasons, including the unilateral action taken by agencies in the provision of services to the public, fragmentation of services and efforts, and duplication of programs. These conditions exist because of administrative or other legal constraints and because of the lack of awareness of the need and beneficial aspects resulting from coordination and cooperation between agencies providing related services to the same public.

Further, many social problems or needs in modern society are not restricted by political or other artificial boundaries. In view of this fact increasing attention in recent years has been given to the importance of cooperation between governmental agencies and other service-oriented organizations. This growing realization of the value of coordination and cooperation is based in large measure on a recognition that the planning and efforts of various agencies in a common geographic area are, in the final analysis, directed in many cases toward identical purposes and achievements.

The regional service agency, designed to provide services for a broader area, can serve as a needed catalyst to coordinate the efforts of many organizations and agencies and bring about needed cooperation between them.

Legislative Framework for Coordination and Cooperation

A number of statutes have been enacted in recent years in Iowa which promote and encourage intergovernmental relations and which provide the legal framework within which extensive cooperative agreements may be made.

Chapter 28D.3, Code of Iowa, 1965, permits the interchange of personnel between governmental levels and agencies Chapter 239, Code of Iowa, 1965, was amended to permit school districts to participate with counties, cities, and towns in the joint use of public buildings to be operated by a public authority. A third significant bill, Chapter 28E.3, Code of Iowa, 1965, permits the joint exercise of governmental powers by federal, state, and local levels of government.

Necessary Action by the Board of Education

In order that Regional Educational Service Agency No. X may serve as a catalyst for the promotion of cooperative effort, it will be necessary for the board of education to hold a commitment recognizing the importance of cooperation, coordination, and communication between agencies in the public and private sectors.

This commitment should be manifested in the adoption of policy statements, action programs, and the willingness to allocate funds for many activities for which guidelines are recommended.

II. RECOMMENDED GUIDELINES FOR RELATIONSHIPS WITH CONSTITUENT LOCAL SCHOOL DISTRICTS

It is recommended:

1. That RESA No. X respect the autonomy of constituent local school districts in its relationship with local administrative units.

2. That RESA No. X be committed to the position that its activities will be designed to strengthen and improve the effectiveness of local school districts.

3. That RESA No. X designate one staff member to serve as a liaison official for the agency with constituent local school districts. The major responsibility of the staff member should be to coordinate the activities of the agency with local districts.

4. That local school districts be encouraged to designate one staff member in each attendance center to serve as a coordinator for the Instructional Media Center of RESA No. X.

5. That RESA No. X personnel be instrumental in the organization of regional professional associations such as associations of elementary, junior high, and senior high principals, guidance counselors, curriculum consultants, and other professional groups. Staff members of the agency should be encouraged to serve as secretaries of these associations and to render all assistance to the associations in their professional activities.

6. That RESA No. X personnel be instrumental in the organization of regional associations of non-certificated personnel such as associations of business managers, bus drivers, custodial and maintenance personnel, secretarial personnel, and other non-certificated personnel. Staff members of the agency should be encouraged to serve as secretaries of these organizations and render all assistance to the organizations in their activities.

7. That RESA No. X personnel be instrumental in the organization of regional associations of school board members and board secretaries and that staff members should be encouraged to serve as secretaries to these associations and render all assistance to the organizations in their activities.

8. That RESA No. X install a direct line telephone in each constituent local school district.

9. That local school districts receive the RESA No. X monthly newsletter and other pertinent reports and publications.

10. That local school districts be encouraged to schedule as part of their orientation activities for professional and non-professional personnel a discussion of the programs and services of RESA No. X and that personnel of the service agency assist in these sessions.

11. That RESA No. X give active support to the administrator's Advisory Council, Divisional Advisory Committees and other advisory committees which will be comprised of representatives from constituent local school districts.

12. That RESA No. X be discreet in scheduling activities involving personnel from constituent local school districts and that constituent districts be encouraged to make it possible for their personnel to participate.

13. That, in general, activities of RESA No. X be scheduled during the regular school day since personnel of local districts should not be expected to and cannot adequately perform necessary functions in after-school hours.

14. That RESA No. X and constituent local school districts coordinate policy development when it is appropriate and feasible to do so. Potential areas for such joint activity appear to include salary schedules and other compensatory considerations and personnel policies.

15. That RESA No. X develop policies and procedures with constituent districts which will insure the confidentiality of information relating to school matters.

16. That policies and procedures be developed to insure that personnel of RESA No. X, working in local school districts, be under the immediate jurisdiction of local school district through its designated official.

17. That RESA No. X be responsible for the coordination and planning of programs and services involving two or more local school districts.

III. RECOMMENDED GUIDELINES FOR RELATIONSHIPS WITH THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

It is recommended:

1. That RESA No. X encourage the State Board of Public Instruction to create a new division in the State Department of Public Instruction

which will deal solely with regional educational service agencies. The division should be administrated by a full-time director with a staff rank of associate superintendent.

2. That RESA No. X encourage the State Department of Public Instruction to coordinate all of its programs and activities with local school districts in the state through regional educational service agencies. This procedure can be expedited if personnel of the state agency are designated to work with each regional educational service agency.

3. That RESA No. X encourage the State Department of Public Instruction to continue to utilize regional educational service agencies in the statewide planning and implementation of Titles II, III, and VI of the Elementary and Secondary Education Act of 1965.

4. That RESA No. X encourage the State Department of Public Instruction to continue to utilize the multi-county regional approach as it implements other state planning and other federal programs designed for elementary and secondary education.

5. That RESA No. X encourage the State Department of Public Instruction to continue to structure the Area Districts for the Improvement of Education within the organizational and operational features of the regional service agencies.

6. That RESA No. X designate one staff member to serve as a liaison official to coordinate all activities of the agency with the State Department of Public Instruction.

7. That personnel of the State Department of Public Instruction receive the RESA No. X monthly newsletter and other pertinent reports and publications.

8. That RESA No. X actively support the efforts of the State Board of Public Instruction and the State Department of Public Instruction to improve public education in the state.

IV. RECOMMENDED GUIDELINES FOR RELATIONSHIPS WITH OTHER REGIONAL EDUCATIONAL SERVICE AGENCIES

It is recommended:

1. That RESA No. X lend its support to the establishment of a state association of multi-county regional educational service agencies which should have in addition to a general association, divisions for

boards of education, chief administrative officers, and specialists.

2. That RESA No. X exchange reports and publications with other regional educational service agencies on a regular systematic basis.

3. That RESA No. X jointly support appropriate staff development activities with other regional educational service agencies.

4. That RESA No. X consider the feasibility of jointly contracting with other regional educational service agencies for the employment of some highly specialized personnel who might be needed by the agencies for special projects.

5. That RESA No. X consider the feasibility of jointly contracting with other regional educational service agencies for the provision of some highly specialized services to local school districts.

V. RECOMMENDED GUIDELINES FOR RELATIONSHIPS WITH THE AREA X COMMUNITY COLLEGE

It is recommended:

1. That RESA No. X assign one staff member to serve as a liaison official with the Area X Community College.

2. That RESA No. X consider the establishment of joint contractual agreements with the Area X Community College for the provision of some services needed by both agencies, local school districts, or other agencies and organizations.

3. That RESA No. X consider the establishment of joint contractual agreements with the Area X Community College for the joint employment of specialized personnel needed by both agencies in order to promote maximum utilization of human and financial resources.

4. That RESA No. X consider the establishment of joint contractual agreements with the Area X Community College for the joint purchase and operation of specialized equipment needed by both agencies when this procedure would result in financial advantages to both agencies.

5. That the chief administrators of both agencies hold regularly scheduled conferences at least once a month for joint orientation and planning.

6. That the governing boards of both agencies hold a joint meeting

for orientation and planning annually and at other times when necessary.

7. That both agencies jointly engage in long-range planning activities concerning programs and services and capital improvement programs.

8. That both agencies exchange pertinent reports and publications on a regular systematic basis.

9. That both agencies jointly sponsor and conduct research projects such as enrollment projections, community surveys, and other studies of mutual concern to both.

10. That both agencies jointly plan and coordinate personnel policy development including the development of salary schedules and other compensatory considerations.

VI. RECOMMENDED GUIDELINES FOR RELATIONSHIPS WITH OTHER EDUCATIONAL AGENCIES IN THE PUBLIC SECTOR

It is recommended:

1. That RESA No. X designate one staff member to serve as a liaison official with other educational agencies in the public sector.

2. That RESA No. X maintain a current inventory of all educational agencies in the public sector and that this inventory be supplied to local school districts, the Area X Community College, and the agencies included in the inventory.

3. That other educational agencies in the public sector receive the RESA No. X monthly newsletter and other pertinent reports and publications.

4. That RESA No. X explore contractual agreements with The University of Iowa for the joint employment of personnel and joint use of facilities for some clinical and diagnostic centers in the areas of special education and reading, and instructional media centers.

5. That RESA No. X explore contractual agreements with the College of Education, University of Iowa, for the joint employment of elementary and secondary curriculum specialists and other specialists in such fields as special education, guidance and counseling, educational media, and educational measurement.

6. That RESA No. X explore with the Division of Educational Administration, College of Education, University of Iowa, a contractual

agreement for the establishment of an annual administrative internship program.

7. That RESA No. X explore contractual agreements with four-year colleges in the area for the joint employment of academicians in various disciplines to serve as resource persons for the agency and for local school districts.

8. That RESA No. X render all possible assistance and cooperation to other educational agencies in the public sector in their activities and programs.

VII. RECOMMENDED GUIDELINES FOR RELATIONSHIPS WITH VOLUNTARY AND OTHER EDUCATIONAL AGENCIES

It is recommended:

1. That RESA No. X designate one staff member to serve as a liaison official with voluntary and other educational agencies in the region.

2. That RESA No. X maintain a current inventory of all voluntary and other educational agencies and that this inventory be supplied to local school districts, the Area X Community College, and the agencies included in the inventory.

3. That voluntary and other educational agencies receive a copy of the RESA No. X monthly newsletter and other pertinent reports and publications.

4. That RESA No. X encourage the Iowa State Education Association and other professional organizations in the state to establish a division or section for personnel of regional educational service agencies.

5. That RESA No. X make available its facilities to voluntary and other educational agencies for appropriate activities.

6. That RESA No. X render all other possible assistance and cooperation to voluntary and other educational agencies in their activities and programs.

7. That RESA No. X explore the possibility of the use of the facilities and services of voluntary and other educational agencies in the administration of its programs and services.

VIII. RECOMMENDED GUIDELINES FOR RELATIONSHIPS WITH HEALTH, WELFARE, AND SOCIAL AGENCIES IN THE PUBLIC AND PRIVATE SECTORS

It is recommended:

1. That RESA No. X designate one staff member to serve as a liaison official with health, welfare, and social agencies in the public and private sectors.

2. That RESA No. X maintain a current inventory of all health, welfare, and social agencies in the public and private sectors and that this inventory be supplied to local school districts, the Area X Community College, and the agencies included in the inventory.[1]

3. That health, welfare, and social agencies in the public and private sectors receive the RESA No. X monthly newsletter and other pertinent reports and publications.

4. That RESA No. X render all possible assistance and cooperation to health, welfare, and social agencies in their activities and programs.

5. That personnel of RESA No. X volunteer their services and those of the agency to health, welfare, and social agencies in the public and private sectors and that an effort be made to attend meetings of such agencies when possible and to confer on a regular basis with personnel of these agencies.

6. That RESA No. X jointly plan and coordinate personnel policy development including the development of salary schedules and other salary considerations with other health, welfare, and social agencies who employ similar personnel with comparable training requirements and employment activities.

7. That RESA No. X invite representatives of health, welfare, and social agencies to participate in its activities, when appropriate.

8. That RESA No. X lend its support to efforts to remove obstacles which prevent health, welfare, and social agencies from functioning across political boundaries and other legal constraints.

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[1] As part of this study, an initial comprehensive inventory of social agencies serving youth in the seven-county region was conducted.

IX. RECOMMENDED GUIDELINES FOR RELATIONSHIP WITH OTHER LOCAL, REGIONAL, AND STATE GOVERNMENTAL AGENCIES

It is recommended:

1. That RESA No. X designate one staff member to serve as a liaison official with local, regional and state governmental agencies.

2. That RESA No. X maintain a current inventory of all local, regional, and governmental agencies and that this inventory be supplied to local school districts, the Area X Community College and the agencies included in the survey.

3. That other local, regional and state governmental agencies receive the RESA No. X monthly newsletter and other pertinent reports and publications.

4. That RESA No. X render all possible assistance and cooperation to other local, regional and state governmental agencies in their activities and programs.

5. That personnel of RESA No. X maintain regular communication with local, county, and regional planning agencies in the area served by the agency.

6. That personnel of RESA No. X maintain regular communication with county zoning commissions in the area served by the agency.

7. That personnel of RESA No. X maintain regular contact and communication with county boards of supervision, county engineers, county auditors, county treasurers, county attorneys, and other county officials and agencies in the area served by the unit.

8. That procedures for the preservation and housing of student and professional personnel records, and official school records of each of the existing single-county school systems be made jointly by the respective county boards of supervisors and the governing board of RESA No. X.

9. That local and regional governmental agencies be encouraged by RESA No. X to participate in the cooperative purchasing program and other appropriate programs and services of the unit.